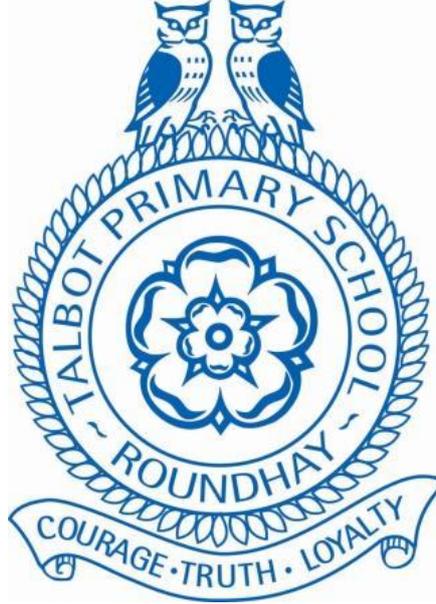


# Talbot Primary School



## Relationships Education Policy

Reviewed/Revised: June 2025

Next review: June 2027

Office use:

Statutory	✓
Web	✓
Staff Notices	✓

## **Relationships Education (RSE) Policy**

This policy was produced following guidance from the Department for Education and Leeds Health and Wellbeing service.

**Date of policy:** September 2025

**Review date:** September 2027

### **Introduction:**

Talbot Primary School takes its responsibility to provide relevant, effective and responsible Relationship Education (RSE) to all of its pupils, as part of the school's personal, social, health, economic (PSHE) education curriculum, very seriously. Our PSHE and RSE curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing children for the opportunities, responsibilities and experiences of later life. We recognise all relationships that are founded in mutual love and consensual love as being equal and valid in all respects. We believe in promoting a culture within school where breadth of relationships, sexualities and genders are regarded as being integral to our school, community and society.

The school wants parents/carers and pupils to feel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and feel safe to voice opinions and concerns relating to the RSE provision.

### **Context: Why RSE is important**

Current regulations and guidance from the Department for Education (DfE) state that from September 2020, all schools providing primary education must deliver Relationships Education. High quality Relationships Education helps to create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

It is essential for the following reasons:

- RSE plays a vital part in meeting the schools' safeguarding obligations as outlined in the updated Keeping Children safe in education – Statutory guidance for schools and colleges 2024.
- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that Relationships and Sex Education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 'Not Yet Good Enough report.'
- Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- RSE plays an important part in fulfilling the statutory duties the school has to meet in the National Curriculum
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, improving their ability to achieve in school, and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

### **Development**

This policy was produced by Parm Gill (HT) and Katie Marsden (PSHE Lead).

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

At the point of policy creation, Parents/carers were consulted through a briefing and online questionnaire, teaching and non-teaching staff were consulted through direct discussions, and Key Stage 2 pupils were consulted through pupil interviews. Governors were consulted through regular sub-committees, a briefing from the PSHE lead, Full Governing Board meetings, as well as in conjunction with discussions with our nominated Governor, Hena Ninan. This policy has been approved and adopted by the head teacher and governing body. The members of staff responsible for overseeing and reviewing this policy are the Headteacher and PSHE Lead. It will be reviewed briefly annually and in full every 2 years.

### **Location and dissemination**

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

### Relationship to other policies

This policy supports / complements the following policies:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance
- Behaviour
- Child Protection/Safeguarding Children
- Confidentiality
- Continued Professional Development
- Drug Education
- Equal Opportunities
- E-safety/IT
- First Aid
- Health & Safety
- Monitoring and Evaluation
- Pastoral
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

### Definition

Relationships Education (RSE) involves learning about the emotional, social and physical aspects of growing up, relationships, sex and sexuality. It should support pupils to gain accurate information about the body and reproduction, develop skills and form positive beliefs, values and attitudes. It gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitive relationships. Pupils will be taught the importance of equality of all forms of relationships. Pupils learn about the nature and importance of stable relationships for family life and the bringing up of children. RSE also supports their understanding of staying safe both on and offline. It enables them to take responsibility for their body, relationships, reproduction and wellbeing.

For the purpose of clarity, and expectations as set out in the Learning and Skills Act 2000 and DfE RSE Guidance, our PSHE programme reflects the following:

- **Physical development** – how our reproductive systems work
- **Emotions** – how to manage feelings
- **Social aspects** – peer pressure / positive and negative influences from friends and social media
- **Healthy relationships** – how to recognise healthy and unhealthy relationships

### The principles of high quality RSE in our school

Relationships Education at Talbot Primary School:

- is a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, respect, abuse, sexuality, gender identity and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct
- is inclusive of difference: gender identity, sexual orientation, special educational needs and disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helps pupils understand a range of views and beliefs about relationships and sex in society which may differ to their own
- promotes equality in relationships, recognises and challenges gender inequality and reflects the different experiences and needs of different genders.

### Key rights and responsibilities for Relationships Education

The policy applies to:

- The head teacher
- **All** school staff
- The governing board
- Pupils
- Parents and carers

- Partner agencies working in or with the school

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

<b>Specific responsibilities:</b>	<b>Who is responsible:</b>
Co-ordinating the RSE provision, ensuring a spiral curriculum	PSHE Lead
Accessing and co-ordinating training and support for staff	HT and PSHE Lead
Establishing and maintaining links with external agencies/other health professionals	CP designated teachers
Policy development and review, including consultation and dissemination	HT and PSHE Lead
Implementation of the policy; monitoring and assessing its effectiveness in practice	HT and PSHE Lead
Link governor for RSE	Hena Ninan
Managing child protection/safe guarding issues	HT and Designated Safeguarding Lead
Establishing and maintaining links with parents/carers	HT
Liaising with link schools to ensure a smooth transition	Senior Leadership Team
Liaising with the media	HT

***i) All staff***

All staff will:

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

***ii) Lead member/s of staff***

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

The lead member/s of staff will:

- develop the school policy and review it on a biennial basis
- ensure all members of the governing body will be offered appropriate RSE training
- ensure that all staff are given regular and ongoing training on issues relating to RSE as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE, including new staff or supply staff
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSE to pupils
- ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs

- ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the RSE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSE in school
- communicate freely with staff, parents/carers and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on as appropriate
- share the school's provision for RSE with parents/carers in order to ensure they can support this at home
- communicate to parents/carers any additional support that is available from the school to support them with RSE at home

### **iii) Governors**

The governing board plays an active role in monitoring, developing and reviewing the policy and its implementation in school. The named link governor for RSE is Hena Ninan who works closely with, and in support of, the lead members of staff. When aspects of RSE appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

As well as fulfilling their legal obligations, the governing body will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from appropriate areas
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

### **iv) Pupils**

All pupils:

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

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

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

The school will:

- work closely with parents/carers when planning and delivering RSE
- ensure that parents/carers know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE
- give parents/carers every opportunity to understand the purpose and content of Relationships Education
- communicate and give opportunities for parents/carers to understand and ask questions about the school's approach help increase confidence in the curriculum
- build a good relationship with parents/carers on these subjects over time by inviting parents into school to discuss what will be taught, address any concerns and help support them in managing conversations with their children on these issues

- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSE
- will reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so

### **RSE Provision and Delivery**

RSE needs to start early so that children learn about different kinds of relationships like families and friendships and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. It is recommended to have RSE across each Key Stage in primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

We teach RSE as part of our Science and PSHE curriculum and in the context of our school values. Pupils receive their entitlement for RSE through a spiral curriculum, in timetabled slots, which demonstrates progression. An overview of our RSE provision can be found in Appendix 1. We communicate with parents/carers ahead of these sessions through our termly curriculum newsletter, parent letters and presentations to inform of when the lessons will take place and what the content will be. Parents are invited to discuss the content further and view plans and resources where required.

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

- designated RSE time in gender-based groups in Year 5 and Year 6
- blocked sequences of lessons
- use of external agencies/services, where appropriate
- small group work
- cross curricular links
- assemblies (consent / family structures / relationships with others / protected characteristics etc)
- enrichment days / weeks

We recognise that an interactive approach to RSE will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the development and evaluation of their RSE in ways appropriate to their age, stage and development through:

- discussions with small groups of pupils
- questionnaires/surveys (a school-based survey adapted from My Health, My School)
- pre and post assessment activities for RSE
- full class consultation activities which ensure all pupils have a voice in the process

### **Statutory aspects of Relationships and Health Education**

We teach all statutory aspects of Relationships and Health Education, which focus on ‘families and people who care for me’, ‘caring friendships’ ‘respectful relationships’, ‘online relationships’, ‘Being safe’, ‘Health and prevention’ and ‘changing adolescent bodies’ (see Appendix 2 for more details on each aspect)

### **Statutory aspects of Sex Education within the National Curriculum Science**

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

#### **National Curriculum for Science:**

<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of hygiene</li> </ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> <li>• describe the changes as humans develop to old age</li> </ul>
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**Talbot's non-statutory sex education provision:**

Like most schools, some aspects of our provision are non-statutory. Parents **do** have the right to withdraw their child/children from this. However, they are invited to view materials prior to the lessons starting and discuss the content further, to support with making an informed decision.

<p><b>Year 2:</b> Pupils learn the biological differences between male and female children, including anatomical names for body parts <b>Note:</b> The National Curriculum does not list anatomical body parts. However, it is argued that in order to teach about puberty, pupils first need to know this language. Also, in order to safeguard children, they need to know the anatomical names for all body parts.</p>	<p><b>Year 6:</b> Pupils focus on rules and laws, human rights and bodily autonomy (consent), who to turn to for help outside of our family unit. Children will be empowered to seek support if they are concerned about their own or a friend's health and wellbeing.</p>
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**Overall school aims of RSE and the wider context**

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

**I. Attitudes and values:**

- learn the importance of values, 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

**II. 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

**III. Knowledge and understanding:**

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, emotions and relationships

(Sex and Relationships Education Guidance DfE 2019)

**In addition to this, we also aim to:**

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- develop pupils better understanding of diversity and inclusion, contributing to a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence
- teach pupils about consent and their right to say no, in an age appropriate manner
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- to teach lessons that are sensitive to a range of views, values and beliefs
- ensure that staff teaching RSE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

**The aim of RSE is NOT to:**

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

### **The right to withdraw**

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Before granting any such request, the head teacher will discuss this request with parents/carers and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This process will be documented to ensure a record is kept.

The head teacher will also discuss with parents/carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This will include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Other possible consequences include that if a pupil is withdrawn from the RSE sessions:

- they will no doubt hear about the content of sessions from other pupils and this may not be in a supportive, controlled or safe environment like the classroom would be.
- They may also seek out their own information via the internet, which may result in them finding out incorrect information and possibly put them in an unsafe situation.

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

The school provides an information leaflet to parents/carers to provide further understanding of Relationships Education (Appendix 4). Support materials for home use will be offered. The school's arrangements for pupils withdrawn from RSE are purposeful education during the period of withdrawal.

### **Language and vocabulary**

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. Having the right vocabulary and language to describe the private parts of their body, and knowing how to seek help if they are being abused, are vital for safeguarding. Evidence to support this approach is outlined in the Children's Commissioner Report November 2015, 'Protecting Children from harm'. Being open and honest about the scientific vocabulary for genitalia will also support girls at risk of female genital mutilation (FGM). We will inform parents as to when anatomical terms are likely to be used in class. However, we might need to use the terms at other times, such as when dealing with incidents of misuse or disrespectful language.

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in RSE but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we will always challenge it. To tackle this, staff might say: *'you've used the word ..., but not in the right way.'* This will be discussed with parents to support children at home too.

We will support pupils who are new to English in accessing and understanding the language used in RSE lessons through consultation with their parents/carers and the use of pre-teach sessions/translated resources, where appropriate.

***An agreed list of vocabulary used in school can be found in Appendix 5.***

### **Resources**

We use primarily You, Me, PSHE and the resources recommended within it. We will focus on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them. We use children's books, both fiction and non-fiction, within our RSE programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance. Some resources we use for RSE are:

- You, me, PSHE RSE plans and resources (available from the Health and Wellbeing Service)

- SENSE DVD “Making sense of growing up and keeping safe”
- Project Ouch!
- All change boys/girls booklets
- Model animals (year 2)
- Stories about different family types

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

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSE. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis. In addition to the ground rules used in PSHE, we will develop non-negotiable ground rules for lessons and discussions related to RSE. If pupils are to benefit fully from an RSE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Nobody will be expected to answer a personal question.
- No one will be forced to take part in a discussion; everyone has the right to opt out.
- Only the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Everyone will listen and respect each other.
- Confidentiality: other people’s secrets are not ours to share.
- We will respect different opinions, situations & backgrounds.

We have developed the ground rules through school-based strategies, which are familiar to all our children, namely Talk Matters and Active Listening/Speaking.

### **Answering questions**

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

When spontaneous discussions arise, it is guided in a way that reflects the stated school aims and curriculum content for RSE. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions, where appropriate, relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, 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 RSE leader/ Designated Safeguarding Lead (DSL) or Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school.

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

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions. Phrases we will use are: ‘I can’t answer that question, but you could ask your parents/carers’, or ‘That is something that may be covered later on’ or ‘that is something that comes into the Key Stage 3 lessons and you will learn about it in high school’.

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

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules

- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age/developmental level of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed.
- Pre-teach and adapted sessions will be used (in consultation with parents) to support children when necessary.

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

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum (including assessment for learning). We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE as a whole.

### **Monitoring and evaluation**

Monitoring and evaluation activities include:

- recording of pupil attendance in RSE lessons
- teacher evaluation of resources
- effective PSHE leadership with a system of peer support
- a system for regular review of the RSE policy and programme
- pupil/staff/parent surveys
- monitoring staff planning / lesson slides
- monitoring samples of pupils' work
- evaluation of contributions of external partners

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

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils. This could include, but is not limited to, visitors from ChildLine or the Health and Wellbeing Service.

When using visitors, the school's 'Visitors in school' policy will be adhered to. 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.

We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

We will agree in advance of the session how confidentiality will work in any lesson and how a safeguarding report should be dealt with by the external visitor. It is also important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

Use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

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

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 6a and 6b) will be used with the visitor to ensure success

### **Inclusion, equality and diversity**

We are required by law to comply with relevant requirements of the [Equality Act 2010](#). All pupils are entitled to quality RSE that helps them build confidence and a positive sense of self, and to stay healthy. We include all pupils regardless of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

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

### **Single gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it can be more appropriate for them to be taught particular topics in single gender groups. Working in single gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single gender groups can also help pupils to feel safer and less embarrassed about airing issues and discussing relationships. Where single gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom. This model is continually reviewed to ensure it remains suitable for each cohort and individual pupils.

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

RSE helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive RSE and we offer provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information, for example pre-teach and small focus groups, 1:1 support and adapted resources.

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.

Where a pupil is receiving SEND support, school staff will talk to parents regularly to set clear outcomes for their RSE provision and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

### **Safeguarding and Child Protection**

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

Pupils will be taught how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole.

Children have the right to:

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

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

We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours.

Our use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to. Recapping ground rules at the start of sessions helps to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

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

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

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

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

### **Liaison with other schools**

The school ensures an ongoing consistent approach to the delivery of RSE across the cluster through adoption of this shared policy. The Headteacher and PSHE Lead have liaised with two local secondary schools to ensure that progression within PSHE and RSE is secured from primary to secondary school. This will be reviewed on an annual basis to ensure that provision remains consistent. The PSHE Lead also has opportunities to liaise and share best practice with other local PSHE Leads.

### **Support**

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom. Parents/carers requiring additional one to one support on providing RSE at home should contact their child's class teacher, the Learning Mentor or the PSHE lead for support.

### **Complaints**

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

### **Liaison with local media**

Please contact the press and media office on: 0113 378 6007

### **Local support available to schools**

The Leeds Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Further information on the above training, as well as how to book, can be found at: [www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk) and [www.leedsforlearning.co.uk](http://www.leedsforlearning.co.uk)

**Appendix 1: RSE curriculum overview at Talbot Primary School**

Year 2	Year 5	Year 6
<p><b>Girls and Boys/Females and Males, Humans and Animals</b></p> <p><i>Children learn:</i></p> <ul style="list-style-type: none"> <li>• To understand and respect the similarities and differences between people</li> <li>• About the key stages in the human life-cycle and that they are growing and changing (science statutory curriculum)</li> <li>• About biological differences between males and females (science statutory curriculum)</li> <li>• About gender stereotypes</li> <li>• About different types of family and how their home-life is special.</li> <li>• That everybody needs to be cared for and ways in which they care for others.</li> </ul> <p><b>Implicit through this is that children are taught the importance of equality and respect for all relationships.</b></p>	<p><b>Growing and Changing, Puberty</b></p> <p><i>Children learn:</i></p> <ul style="list-style-type: none"> <li>• About how we grow and change through the human life-cycle</li> <li>• About the physical changes associated with puberty</li> <li>• About menstruation and wet dreams.</li> <li>• How puberty can affect our emotions and behaviour and how to deal with this</li> <li>• Personal hygiene and strategies for managing this</li> <li>• Strategies to deal with feelings in the context of relationships.</li> <li>• Prejudice and discrimination (Equality Act - protected characteristics)</li> <li>• To feel able to ask and answer questions and know how to seek support or advice when it is needed.</li> </ul>	<p><b>Relationship Education/ healthy relationships</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Recap: puberty and physical/emotional changes.</li> <li>• Revise scientific names for genitals (from Year 5 learning)</li> <li>• Recap human reproduction in the context of the life-cycle (science statutory curriculum).</li> <li>• Learn about what values are important to them in relationships.</li> <li>• Revisit different family structures and the roles and responsibilities of parents and carers.</li> <li>• Learn about stereotyping and protected characteristics.</li> <li>• To know where to get help or advice when it is needed.</li> <li>• Discuss rules/laws for 'body safety' (consent)</li> <li>• Learn about their rights and the right to say no</li> <li>• Know how/ where to seek support of they are worried about their own or a friend's wellbeing.</li> </ul>

## Appendix 2: Statutory aspects of Relationships and Health Education

### Relationships:

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> </ul>
<p><b>Caring friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<p><b>Respectful relationships</b></p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<p><b>Online relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>

<b>Being safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>
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**Health (related to RSE):**

<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

## Appendix 5: An agreed list of vocabulary used in school

<b>Vocabulary:</b>
<b>KS1:</b> Family, same, different, respect, boy, girl, babies, gender, male, female, privacy, underwear (PANTS rule), private body parts: vagina / penis, new life cycle, birth, reproduction, offspring, nipples (context of feeding mammals), timeline, order, growing, changing, relationships, stereotypes.
<b>KS2:</b> emotions, growing/growth, changes, private parts, family, friendships, relationships, respect, love, care, equality, marriage, similarities, differences, stereotypes, age, gender, religion, culture, identity, attitudes, values, advice, support, anxiety, safety, health, wellbeing, reproduction, lifecycles, baby, toddler, child, teenager, adolescence, adult, elder, responsibilities, parents, skills, qualities, consent, influences, responsibilities, roles.
<b>Y5 / 6 specific:</b> puberty, physical, emotional, behavioural changes, maturity, hygiene, perspiration, grooming, body odour, mood, mood swings, menstruation, periods, sanitary products, conception, pregnancy, birth, ovary, egg, cells, womb, uterus, foetus, embryo, umbilical cord, placenta, amniotic sac, fallopian tube, genitals, vagina, vulva, labia, clitoris, cervix, erection, penis, foreskin, testicles, scrotum, anus, sperm, semen, wet dreams, ejaculation, hormones, oestrogen, testosterone, Heterosexual, Homosexual, Transgender, Lesbian, Bisexual, Homophobic, Transphobic, Biphobic, Homophobia, Transphobia, Biphobia, LGBT+

**Appendix 6a: Checklist prior to external agency visit**

Checklist for schools and agencies	
TIME AND PLACE	
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:
PEOPLE	
School:	Agency name:
Contact details:	Specialism:

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

How will skills and progress be assessed?	Who will be present?  How will they support the session?
How does the work support the CPD of teachers e.g. team teaching?	Do staff require / want any additional training? yes / no
How will the effectiveness of the session be evaluated by pupils?  How will the effectiveness of the session be evaluated by adults?	Which routes for referral, procedures and services will pupils be signposted to?
<b>AGREEMENTS</b>	
Have any expenses been agreed to?  yes / no	
<p>Checklist completed by:</p> <p>Designation:</p> <p>Date:</p> <p>Meeting carried out: in person / by phone / other (please circle)</p>	

**Appendix 6b: Checklist for during & after external agency visit**

<u>Joint Evaluation Form</u>		
Please fill this in together where possible		
Aim of session:		Session date:
		Time:
Agency:		Year group:
School:		Class:
Question	Scale 1 - 10	How do you know?
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.

## Appendix 7: Sample letter for parents

Dear .....,

### Our PSHE & RSE Programme in Year ... / Key Stage ...

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Relationship Education (RSE) is an important part of the PSHE course. We will be teaching lessons about RSE in the .... term which will include topics such as (*puberty; relationships and communication skills; Child Sexual Exploitation (CSE); body image; sexting and social media; domestic violence, consent.*) During the course, pupils will be able to ask questions, which will be answered factually and in an age-appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of RSE are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of RSE if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality RSE in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting the school. All materials used are available for you to browse through should you so wish.

Yours sincerely,

Headteacher

## Appendix 8 – Local and national websites, sources of support and references

### Local and national websites

#### Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)
- Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)
- Home Office guidance; this is abuse: <https://www.gov.uk/government/collections/this-is-abuse-campaign>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Brook has produced a Traffic Light Tool to help professionals assess whether children’s sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)
- Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop)
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/>

#### Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: [www.avaproject.org.uk](http://www.avaproject.org.uk)
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

#### Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

#### Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk), which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

#### Inclusive RSE:

- Stonewall has produced a series of packs and information for schools. Details are available at: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Brook has produced packs to help those who work with diverse groups of children, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop) including:

#### Local sources of support:

[www.schoolwellbeing.co.uk](http://www.schoolwellbeing.co.uk)  
[www.healthyschools.org.uk](http://www.healthyschools.org.uk)  
[www.leedsforlearning.co.uk](http://www.leedsforlearning.co.uk)  
<http://www.leeds.gov.uk/phrc/Pages/default.aspx>  
[www.leeds.gov.uk/phrc/Pages/public-health-training.aspx](http://www.leeds.gov.uk/phrc/Pages/public-health-training.aspx)  
<https://www.leedsscp.org.uk/Home>  
<http://leedssexualhealth.com>

<http://www.themarketplaceleeds.org.uk/>  
<http://mesmac.co.uk/>  
<https://www.mindmate.org.uk/>

**National sources of support:**

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx> <https://www.brook.org.uk/>  
<http://www.fpa.org.uk/>  
<http://www.sexeducationforum.org.uk/>  
<https://www.pshe-association.org.uk/>  
<http://www.stonewall.org.uk/>  
<http://www.bodysense.org.uk/>  
[www.riseabove.org.uk](http://www.riseabove.org.uk)  
<http://www.nat.org.uk/>  
<https://www.nspcc.org.uk/>  
<https://www.childline.org.uk>

**Local and national references**

[\*Statutory guidance: Relationships education, relationships and sex education \(RSE\) and health education\*](#)  
[\*Keeping children safe in Education\*](#)  
[\*Respectful School Communities: Self Review and Signposting Tool\*](#)  
[\*Behaviour and Discipline in Schools\*](#)  
[\*Equality Act 2010: advice for schools\*](#)  
[\*SEND Code of Practice: 0-25 years\*](#)  
[\*Alternative Provision\*](#)  
[\*Mental Health & Behaviour in Schools\*](#)  
[\*Preventing Bullying \(including cyberbullying\)\*](#)  
[\*Sexual violence and sexual harassment between children in schools\*](#)  
[\*The Equality and Human Rights Commission Advice and Guidance\* \(provides advice on avoiding discrimination in a variety of educational contexts\)](#)  
[\*Promoting Fundamental British Values as part of SMSC in schools\* \(guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural \(SMSC\)](#)  
[\*SMSC requirements for independent schools\* \(guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development\).](#)  
[\*National Citizen Service\* guidance for schools](#)  
[\*Brook, the PSHE Association and the RSE Forum \(2014\) RSE \(RSE\) for the 21st Century; Supplementary advice to the RSE Guidance DfE \(0116/2000\)\*](#)  
[\*National curriculum in England: framework for key stages 1 to 4\*](#)  
[\*National Curriculum in England: Science programmes of study key stages 1 - 4\*](#)  
[\*Education Act \(1996\) Crown copyright\*](#)  
[\*Education Act \(2002\) Crown copyright\*](#)  
[\*Education and Inspections Act \(2006\), Section 38, Crown copyright\*](#)  
[\*Education and Inspections Act 2006, section 40, Crown copyright\*](#)  
[\*HM government \(2016\) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright\*](#)  
[\*Learning and Skills Act \(2000\), Section 148, Crown copyright\*](#)  
[\*NCB: Assessment, Evaluation and Sex and Relationships Education\*](#)  
[\*Ofsted \(2013\) 'Not yet good enough; personal, social, health and economic education in schools'\*](#)  
[\*Optimus Education - Sex and relationship education policy\*](#)  
[\*Writing your RSE policy: guidance from the PSHE Association\*](#)  
[\*Sex Education Forum \(2013b\): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB\*](#)  
[\*Sex Education Forum \(2010\) Curriculum design tool – Let's Work Together\*](#)  
[\*Statutory Instrument 2012 No. 1124, Education, England, The School Information \(England\) \(Amendment\) Regulations 2012, Crown copyright.\*](#)