

A Policy for Relationship, Relationship and Sexual and Health Education (RSE)

This policy replaces Sex and Relationship Education (SRE)

Introduction

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and children alike, our ethos and approach and commitment to equality both within and outside of the classroom

It will be reviewed on a regular basis [every 2 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 all members of the school community on the school website – www.aecps.org

This policy reflects our schools overarching aims and objectives for our children

Mission Statement

An Inclusive Community Inspiring Lifelong Learners

Aims

- A. We provide a secure, safe and nurturing environment where children flourish.
- B. We provide all children with an exciting range of experiences and opportunities to recognise their own qualities regardless of need, ensuring that there is equality of opportunity.
- C. We provide a broad and balanced curriculum that inspires children to maximise their potential.
- D. We promote mutual respect, understanding and tolerance so enabling children to embrace diversity.
- E. We foster an ethos of teamwork to ensure continuous improvement and the highest standards of achievement and behaviour.
- F. We enable children to develop self-confidence, resilience and independence taking ownership of their learning and enabling them to meet future challenges.
- G. We promote professional relationships and mutual respect between all members of the school community thus modelling positive behaviours and attitudes for our children.
- H. We will keep the school at the heart of the local community, collaborating for mutual benefit to create and sustain positive opportunities for all.

Core Drivers - ALPS

Our core drivers underpin our curriculum and are our intent that will enable us to shape the curriculum around the needs and wants of our school and the children.

Academic Excellence – our curriculum strives for excellence. We know that only our best is good enough and we work hard to maximise progress in learning for all children regardless of their starting points— academic, social and emotional, so that they can be the best they can be and make a positive difference to themselves and others in their community.

Life Long Learning – our curriculum allows children to develop learning skills: readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners they can be so that they are prepared for the challenges we will face.

Possibilities and Risks – our curriculum allows children to explore what is possible to be achieved when they identify goals based on consideration of people as unique individuals, with their own passions and ideas. We challenge children to extend their boundaries and develop independence.

Social Intelligence – our children learn how to appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

Abbreviations

PSHE – personal, social and health education
RHE – Relationship and Health Education
RSE – Relationship and sexual health education
AECPS – Alderley Edge Community Primary School

At Alderley Edge Community Primary School we recognise that 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*.

Equality

At Alderley Edge Community Primary 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, pregnancy, maternity, 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; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial scientific and factual information on matters such as; naming their body parts, puberty, 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.

Defining Comprehensive Relationship Education:

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.*

However, at AECPS, 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 schools already choose to teach some aspects of sex education and will continue to do so.

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.

In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as part of the 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 believe 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:

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.

Statutory requirements by the **end of** Primary School:

Relationship Education

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met

- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

Physical Health and Mental Well-Being

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing adolescent body

Pupils should know:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

Across all year groups we have an established programme of lessons focusing on four key themes: Keeping Healthy; Growing and Changing; Positive Relationships, Families and Care. In addition, the RHE and RSE curriculums are also covered in other areas of the curriculum such as healthy eating linked to Food Technology and physical health in PE.

All lessons are delivered by the classroom teachers who have been trained so they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

We believe it is important that this material is delivered by the classroom teacher as it highlights 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. 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 form 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.

PSHE including Relationship and Sexual Health Education

	Learning Intent						
Year group	Healthy Living (Keeping Clean)	Drug Education and Keeping Safe	Keeping Safe Online	Positive Relationships	Growing and Changing	Families and Care	First aid
EYFS	Looking after our Mental Health and Well Being Keeping physically active Importance of eating fruit, vegetables and water and less suga How do we keep clean?	Importance of rules for safety and listening to people we trust Importance of not eating something when we do not know what it is	Telling an adult if we have a problem Using technology safely	How do we like to be treated? How should we treat others. Bullying Prevention No outsiders	Understanding how they have changed from a baby to starting school.	To consider what constitutes a family and what our families do for us.	First Aid – telling an adult, managing a problem
Year 1	Looking after our Mental Health and Well Being Physical Health – importance of exercise Healthy Eating – Eat Well Plate, keeping hydrated (water) To understand some basic hygiene principles including handwashing	Importance of rules for safety and listening to people we trust Medicines and people who help us Feeling unwell and the role of medicine and staying safe	Internet Safety How to use technology respectfully and stay safe How to make right choices - What to do if you find something inappropriate	Caring Friendships Respectful Relationships No Outsiders Bullying Prevention	To introduce the concept of growing and changing – birth to adult Stages of human lifecycle	To consider what constitutes a family and what our families do for us. To explore different types of families To know there are different types of families To know who you can ask for help	First Aid – telling an adult following an accident people who help us, how to dial 999
Year 2	Looking after our Mental Health and Well Being	Importance of rules for safety and listening to people we trust	Is it true? – emails/chats, look at forums	Online Relationships Caring Friendships	To extend the concept of growing and changing – birth to adult	Challenging Male/female stereotypes	First Aid – telling an adult, managing a problem

	<p>Physical Health – importance of exercise</p> <p>Healthy Eating – Eat Well Plate, keeping hydrated (water)</p> <p>To further extend understanding of basic hygiene principles including reducing spreading of germs – keep body clean</p>	<p>Keeping Safe – Hazardous Substances</p> <p>Staying safe around household substances</p>	<p>Privacy of personal information Password safety – why?</p> <p>How to make right choices - What to do if you find something inappropriate</p>	<p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>Male and female growing and changing</p>	<p>What makes a family?</p>	<p>people who help us, how to dial 999</p>
Year 3	<p>Looking after our Mental Health and Well Being - – managing anxieties</p> <p>Physical Health – importance of exercise, keeping hydrated (water)</p> <p>Healthy Eating – a balanced diet</p> <p>Germs in food and keeping clean</p>	<p>Importance of rules for safety</p> <p>To learn about the safe use of medicines and household products</p>	<p>What information do we need to keep private and why?</p> <p>Importance of sharing information with adults we trust</p> <p>Cyberbullying</p> <p>Online safety rules</p> <p>How to report concerns?</p>	<p>Online Relationships with people we know</p> <p>Caring Friendships</p> <p>Respectful Relationships</p> <p>No Outsiders</p> <p>Bullying Prevention</p> <p>To consider appropriate touch and understand personal space</p>	<p>To consider the difference between boys and girls</p> <p>To begin to challenge gender stereo typing</p>	<p>To reinforce what makes a family</p> <p>To explore different families and understand that all families are different</p>	<p>What can we do if we have an accident?</p> <p>Basic first aid, importance of hand washing including cleaning small wounds.</p>
Year 4	<p>Looking after our Mental Health and Well Being - – managing anxieties</p> <p>Physical Health – importance of exercise</p>	<p>Importance of rules for safety</p> <p>To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect</p>	<p>What is a strong password?</p> <p>What information do we share and why?</p> <p>Age restrictions and</p>	<p>Online Relationships – keeping safe in online environments</p> <p>Caring Friendships</p> <p>Respectful Relationships</p>	<p>To explore the human life cycle</p> <p>To recognise what people can/can't do at different stages of the life cycle and emotions</p>	<p>To explore different families and understand that all families are different – including foster families and adoption</p>	<p>First Aid – dealing with common injuries, cuts and bruises, head bumps</p>

	<p>Healthy Eating – a balanced diet, , keeping hydrated (water)</p> <p>Oral Hygiene</p>	<p>people’s health</p>	<p>why?</p> <p>How to report concerns?</p> <p>Communicating online - if you can’t say anything nice, don’t say anything at all</p>	<p>To further consider touch and know that a person has the right to say what they like and don’t like</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To know that boys and girls develop at different rates and the need for personal space</p>		
Year 5	<p>Looking after our Mental Health and Well Being – managing anxieties</p> <p>Physical Health – importance of exercise</p> <p>Healthy Eating – a balanced diet</p> <p>To know how to stay clean during puberty</p> <p>To know how our emotions can be affected during puberty and who can help us</p> <p>Body image</p>	<p>Importance of rules for safety</p> <p>To learn how the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing</p> <p>To learn about some of the risks and effects of legal and illegal drug use</p>	<p>Recognise bias / inaccuracy</p> <p>Website validity</p> <p>How to search effectively</p> <p>Respectful comments/feedback</p> <p>Communicating online – what is said cannot be unsaid</p> <p>Spam</p> <p>How to report concerns?</p>	<p>Online Relationships – keeping safe and knowing that all may not be as it first appears, people can take on different personas online</p> <p>Establishing clear protocols for online relationships and what to do if these are compromised</p> <p>Caring Friendships</p> <p>Respectful Relationships – treating others as we would like to be treated</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>To know some of the ways a body changes during puberty – body hair, body conscious, personal hygiene, voice changes</p> <p>To know the scientific terms associated with female and male body parts</p> <p>To know that puberty can be a confusing time for some young people and this is normal , it is important to share these anxieties with people they trust</p>	<p>To explore different families and understand that all families are different – including civil partnerships, divorce, step-families</p> <p>To know that some people associate more with the opposite gender and may choose to live their lives as such - transgender</p>	<p><i>First Aid – dealing with common injuries, cuts and bruises, head bumps, simple bandages</i></p>
Year 6	<p>Looking after our Mental Health and Well Being – managing anxieties</p> <p>Physical Health –</p>	<p>Importance of rules for safety</p> <p>To learn about the reasons why people use drugs; managing situations and peer</p>	<p>How to present yourself online</p> <p>How to report abuse</p> <p>Different forms of</p>	<p>Online Relationships - protecting your identity and ensuring personal safety at all times</p> <p>Recognising own accountability and</p>	<p>To revisit some of the ways a body changes during puberty – body hair, body conscious, personal hygiene, voice changes</p> <p>To extend some of the ways</p>	<p>To know that our emotions change during puberty and we become more aware of our own image and the opposite sex</p> <p>To understand when it is</p>	<p><i>First Aid – dealing with common injuries, cuts and bruises, head bumps, simple bandages</i></p> <p>What to do if an</p>

	<p>importance of exercise</p> <p>Healthy Eating – a balanced diet</p> <p>To reinforce how to stay clean during puberty</p> <p>To reinforce how our emotions can be affected during puberty and who can help us</p>	<p>influence</p> <p>To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions</p>	<p>technology</p> <p>Impact on others of cyberbullying</p> <p>How to be responsible</p> <p>How to report concerns?</p>	<p>responsibility, making the right choices</p> <p>Caring Friendships</p> <p>Respectful Relationships – treating people online as you would face to face</p> <p>No Outsiders</p> <p>Bullying Prevention</p>	<p>out body changes including periods, wet dreams, erection</p> <p>To consider reproduction and how babies are made</p>	<p>appropriate to form intimate relationships with the opposite sex</p> <p>To consider reproduction in the context of a loving relationship – we might be able to create a baby but not able to give the baby everything it needs</p>	<p>accident happens without immediate adult support</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------

Answering Children's Questions:

We are aware that children are likely to have many questions that may occur 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. 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. If ignored 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 received training as to how 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 and 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, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
- 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.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer 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.

Parents and parental rights to withdraw:

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.

All new parents can access information regarding our RSE programmes and this policy via the school website – www.aecps.org

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

We recognise under the new draft guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2018), 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.**

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from those lessons which go slightly beyond the National Curriculum requirements, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents do decide to withdraw their child, they should inform the head 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.

Confidentiality and informing parents/carers:

School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to pupils. Procedures in the Child Protection and Safeguarding Policy must be followed when any disclosures about abuse are made.

Policy on Menstruation:

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. Especially children whose family may not be able to afford or will not provide sanitary products.

We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.

Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school. For this reason we deliver puberty lessons to all children in year 5 and 6.

As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically, and sensitively.

Menstruation is a healthy biological function. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.

In school we have a menstruation kit available which contains sanitary products, spare underwear and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.

When school trips or residential visits are arranged provisions to deal with a child's period needs to be considered and are added to the risk assessment and planned for.

Monitoring & Evaluation:

As part of the RSE programme, all teachers are regularly evaluate the lessons, in order to ensure the materials are relevant to children, keep the programme up to date and evidence based. This collates their teaching experience of the resources and documents and issues or important conversations that may have taken place within the classroom.

In addition, as a school we ensure staff feel confident to deliver relationship and sex education by discussing the context in staff training and sharing best practise.

We monitor children's learning and evaluate their progress by observing, their behaviours and attitudes, sensitive questioning and assessing the work related to the lesson if relevant.

Safeguarding Children:

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

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review safeguarding procedures in team meetings. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

Bullying Prevention:

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, transgender, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school's bullying prevention policy. Incidents of homophobic and transgender bullying will be formally logged.

Staff will challenge and deal sensitively with any evidence of bullying.

Pupils will be encouraged to report any incidents.

Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to children who complain of bullying. *(See School's Bullying Prevention policy)*

The RSE and PSHE programmes will consider bullying and discourage bullying based on sexism, homophobia, transgender, appearance and other sex/relationship issues.

Linked policies:

Teaching and Learning

Science

PSHE

Bullying Prevention

Mental health

Child Protection and Safeguarding

Review: every 2 years

Next review: March 2024