



# RSE Policy

Prepared by:	Janice Simpkins
Ratified:	May 2019
Reviewed:	
Reviewed:	
Reviewed:	

## Newburgh Primary School

### Policy on RSE



#### How does THIS policy support the development of appropriate British Values?

In our school we teach children to be respectful of each other and we believe that by learning about the differences and beliefs of others we will develop a greater understanding and tolerance. The government set out its definition of 'British values' in its Prevent Strategy. We reinforce these regularly and in the following ways:

- Democracy: Democracy is rife in our schools! Pupils have their voices heard through our School Council and Pupil questionnaires. We elect House Captains, our School Council, as well as vote on 'Charity for the Year'.
- The Rule of Law: The importance of Law, i.e. those that govern the class, the school, or the country, are consistently reinforced, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that govern and protect us, responsibilities this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; Lifeguards etc. are regular parts of our calendar. Pupils are regularly rewarded for great behaviour with stars, pebbles, house points and praise.
- Individual Liberty: Our pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. We educate and provide boundaries for children to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices.
- Mutual Respect: Our school ethos and behaviour policy revolves around our core values such as 'Consideration' - our 'one word school rule'. Assemblies relate to what this means. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy.
- Tolerance of those of Different Faiths and Beliefs: This is achieved through enhancing pupils understanding of their place in a culturally diverse society. We offer opportunities to experience diversity through visits to places of worship and year group links to other schools in areas which are different to our own. Assemblies and discussions involving prejudices and prejudice-based bullying are followed and supported by learning in RE and PSHE.



## ***Contents***

Introduction: .....	3
Defining Comprehensive Relationship Education: .....	5
Defining Sex Education at Primary School: .....	6
Subject Content: .....	6
Protective Behaviours: .....	7
All About Me Programme: .....	9
Other programmes: .....	14
Answering Children's Questions:.....	14
Parents and parental rights to withdraw: .....	15
Policy on Menstruation: .....	17
Monitoring & Evaluation: .....	17
Safeguarding Children:.....	18

## **Introduction:**

1. This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.
2. It was produced with guidance from Warwickshire County Councils Respect Yourself Campaign and through consultation with our staff, board of governors, and most importantly with our pupils and parents.
3. It will be reviewed on a regular basis 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 DfES but also remains relevant to the experiences of our pupils.
4. To ensure its use, this policy will be available for staff to refer to and to parents through school's website.
5. This policy reflects our schools overarching aims and objectives for our pupils:

### **Mission:**

To realise the potential of ALL children within a nurturing and stimulating environment, inspiring everyone to become confident and secure achievers and life-long learners.

### **Vision:**

We will ensure that our pupils:

- Will be central to all that we do.



- Will develop positive attitudes to learning and see everyone as a learner and every experience as a learning opportunity.
- Will be highly literate, numerate and articulate within the context of a broad and balanced curriculum.  
Will build their self-discipline and a sense of pride and respect for themselves, their work, peers, school and the wider community.
- Will be a valued member of a school environment where children are happy, safe and secure and where they feel valued and respected.
- Will be adaptable to change and equipped for life in a sophisticated and technological society.

As a school community we aim:

- To create and maintain a happy, positive learning environment for all children where every child matters. (Nurturing)
  - To foster an atmosphere where children are healthy, happy, safe and secure and where they feel valued and respected. (Happy and Healthy)  
To provide rich, stimulating and accessible learning opportunities for every child. (Engaged)  
To help children develop as enthusiastic, independent and self-disciplined learners who have a sense of pride and respect for their work, their peers, their school and the wider community and strive to achieve their best (Be considerate, great achievers and resilient)  
To develop a positive partnership between school, parents and the local community and a shared understanding of how we wish to achieve our aims. (Welcoming to everyone)
6. We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.
  7. 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.
  8. 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...*
  9. 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.

10. 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.
11. 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:**

12. 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.*
13. 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.
14. 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.
15. 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.
16. 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.
17. 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:**

18. 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.
19. 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.
20. 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 and/or their parents than it being left to their peers or the internet.
21. In our school sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed, as set out in 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.
22. 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.
23. 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:**

24. 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. Across all year groups we deliver both the *Protective Behaviours: Taking Care* Programme as recommended by Warwickshire's Safeguarding Children's board and *All About Me* Programme as recommended by Warwickshire County Councils Public Health Respect Yourself Campaign. Both programmes are based on a spiral curriculum beginning in reception, building on key messages through to Year 6.



25. Both Protective Behaviours and All About Me are delivered by the classroom teacher. The local authority deliver ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.
26. We believe it is important that this material is delivered by the classroom teacher as it highlight 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. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their class vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

### **Protective Behaviours:**

27. Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours Process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.

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

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

28. Protective Behaviours using a Rights and Responsibility approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.
29. Protective Behaviours is delivered across the entire school from Reception to year 6. There are four lessons in each year group.
30. As a school Protective Behaviours is delivered in the Spring term, across all year groups.
31. Below is an overview of the Programme Content for infants. For more details please see the school's Protective Behaviour Manuals for each year group. These can be made available on request.



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





32. An overview of the Programme Content for Juniors.

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

**All About Me Programme:**

33. The All About Me programme is designed by Warwickshire County Council's Public Health Respect Yourself Team. It is an evidence based programme of Comprehensive Relationship & Sex Education and is endorsed by the Sex Education Forum, a national organisation which shares good practice in the field of RSE.



34. All About Me is designed on a spiral curriculum and based on a values and human rights approach. It is built on the premise that it is much better to drip feed positive messages and have little conversations, to ensure that children will feel prepared for the changes of puberty and for the challenges of moving on to high school.
35. The programme is designed to be immersive, being delivered over a single week, a lesson a day across all year groups from Reception to Year 6. We find this is welcomed by parents who may have children in more than one year group as it means they will be having similar lessons (age-appropriate), at the same time.
36. The lessons are all activity based and pupil led, meaning that whilst the sessions are designed to be an hour long each, they can end up taking much longer. There are art activities, circle time discussions, stand up-sit down, move around games, pair work, group work and scenario based activities.
37. The programme is split in to five core categories; children having one lesson from each per year:
- All About Me - personal identity
  - My Relationships - families, friendships and personal relationships
  - My Body - understanding anatomy, autonomy, and changes during puberty
  - My Thoughts, Feelings & Behaviours - emotional literacy
  - My Choices & Personal Boundaries - understanding consent
38. All About Me is designed to review and reinforce all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning. We deliver Protective Behaviours in the Spring Term and All About Me in the Summer Term, giving out key messages designed to keep children safe.
39. The programme has also been designed so it can be delivered on a one-to-one basis as a vertical programme, to support young people who are struggling and may need some additional support, with a particular focus on supporting children who may be struggling with emotional literacy, have suffered a bereavement or family changes or are displaying low level Harmful Sexual Behaviours (HSB).
40. All About Me is evidence-based using the latest research and guidance including UNESCO *“International technical guidance on sexuality education: an evidence-informed approach”* (2018) and the Sex Education Forums: *12 Key Points for Good Quality RSE* (2018). As well as incorporating the NSPCC Pants rule and learning from Running Rutgers Spring Fever programme and the AIM Programme around working with children who display Harmful Sexual Behaviours (HSB).
41. An overview of the programme content for infants. For more details please see the All About Me Website: [allaboutme.education](http://allaboutme.education) ( not live yet)



	All About Me	My Relationships	My Body	My Thoughts, Feelings & Behaviours	My Choices & Personal Boundaries
Reception	It's Me	What makes a family?	My body belongs to me	Exploring feelings	Touch & Feel
Objectives	Similarities/differences. We are all unique & special	Explore important relationships & not all families are the same.	NSPCC Pants rule. learning about private parts & their names	Exploring & recognising feelings, Theme 1 PB.	Understanding just because you like something doesn't mean everyone does.
One	Who is important to me?	Mummy's bump*	Being Naked	Empathy	Is being tickled always fun?
Objectives	Looking at personal relationships, & support networks	Answering children questions about pregnancy*	Safe & appropriate touching. Naming Private parts & understanding when ok to be naked	Exploring feelings & how they can affect our behaviours. developing empathy	Explore different types of touch, including: & consider how they like to be touched.
Two	Do girls & boys fit in boxes?	How do we show people we care for them?	My body my rules	When Anger is About (1)	What are they rules?
Objectives	Challenges gender stereotypes. promotes positive expectations, aspirations, & identities regardless of gender	Explores different types of love, friendship, family etc. & how we can care for important people in our lives.	EWS. Personal body rules. Private parts and private spaces. NSPCC Pant rules	Anger itself is not bad- it is how people sometimes behave that makes anger unsafe. looking at how we feel when angry & how to manage our feelings	Review of all the rules children have learnt about safe & appropriate touching. PB Themes 1&2

42. The lesson Mummy's Bump in Year 1 is the only '*sex education lesson*' in the infant programme. Whilst it is not a core requirement of the statutory guidance for Relationship Education, we believe it is an essential lesson. This lesson is designed in a specific way which means that it is pupil-led and we shape the lesson to fit what the class is ready for; we ask



them a question, see what they know, correct the bits that aren't quite right, and then fill in the blanks.

43. We believe by answering children's questions which are perfectly natural at this age, especially considering that they will likely be exposed to pregnant parent's having siblings, or aunts, and family friends at their age, we can feed their natural curiosity in safe way. As a result, rather than the topic becoming a taboo, something that is shameful, instead, we can ensure children continue to come to us for answers that we can answer age appropriately rather than building barriers to addressing the topic which will later have to be overcome.
44. An overview of the Programme Content for Juniors. For more details please see the All About Me Website: [allaboutme.education](http://allaboutme.education)

	All About Me	My Relationships	My Body	My Thoughts, Feelings & Behaviours	My Choices & Personal Boundaries
Three	How I see me?	Families	Where did I come from?*	Dealing with BIG feelings	my personal boundaries
Objectives	Exploring how children see themselves & work towards creating a positive self-image	Exploring different types of families and understanding that not all families look the same.	Age appropriate information about pregnancy, how babies grow, development birth & IVF*	PB. Theme 1 & 2 exploring how feelings may influence behaviours & who to talk to if we have a worry.	Review EWS. Explore personal boundaries & touch. Recognising everyone is different.
Four	What makes you - you?	What is a 'good' friend	Puberty (1): Lumps, bumps & hairy bits	When Anger is About (2)	What does privacy mean to you
Objectives	Similarities & differences between friends - consider their own talents, qualities & ambitions.	Exploring qualities of a good friend, managing relationship.	Exploring the physical and emotional changes of puberty for girls and boys.	Recognising early signs of anger, developing skills to manage negative behaviours.	Exploring privacy & recognising how it may change with growing up. private behaviours in private spaces.
Five	Purple, not just pink & blue	Relationship Dilemmas	Puberty (2): My private parts	How my behaviour impacts others	Good & Bad Secrets

Objectives	Promote positive expectations, aspirations and identities for both girls and boys. Challenge gender stereotypes	Exploring relationships including romantic. Consider how a crush may feel & pressures to have a boy/girlfriend. Relationship dilemmas.	Physical & emotional changes of puberty. Focus on development of sexual anatomy, including menstruation, wet dreams, erections.	Exploring how people's feelings may influence their behaviour & how these may impact others around them. Options of behaviours that may be safer & more considerate.	Review EWS. Exploring the difference between 'good'/'bad' secrets & who to talk to if they have worries. Support networks.
Six	My Past & Future	(Un)healthy relationships	Puberty (3):	Resilience & the power of YET	Consent & intimacy
Objectives	Reflect on how much they have achieved, changed during primary. An opportunity to set goals for future.	What makes someone a good friend & spotting healthy/unhealthy relationships.	Puberty: What I have heard about Sex *	Developing a growth mindset & resilience. How and when to ask for help.	Rights & responsibilities when it comes to consent, personal boundaries. Public/private spaces & touch.

45. In the junior programme the only lessons parents can opt out of are the “Where did I come from” lesson in year 3 from the My Body topic (although this does compliment the statutory teaching of life cycles in the science curriculum in Key stage 2 the details go a little further than could be argued at this point). In the Year six programme “Puberty: What I have heard about Sex”, from the My Body topic equally goes in to more details than the statutory guidance at this time - however we do firmly recommend both lessons as essential to children's understanding and safeguarding.

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

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



48. We do not always separate our classes into girls and boys for any part of the programme, including lessons around puberty but may do so on some occasions. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are included without feeling vulnerable.
49. As part of teaching safe and appropriate touching we recognise that we also need to address how children touch themselves including self-stimulation. We acknowledge that as part of *Healthy Sexual Development*, children of all ages tend to self-stimulate. Many children even in early infancy will touch themselves because it feels nice but there will rarely be a sexual undertone. As children reach puberty they often become more aware of their genitals and may start to masturbate properly. Throughout the programme we tackle the issue of self-stimulation and masturbation. We talk to children about private activities should only happen in private spaces.
50. You will notice from the All About Me programme outline there are no specific lessons on E-safety or relationships online. This is because the programme integrates online behaviours as it explores relationships, EWS, secrets, personal boundaries, rights & responsibilities etc. It does not tackle online and offline as two separate entities. For children, growing up in a digital world there is an ever increasing blurring of the lines between the two.

### **Other programmes:**

51. As a school we support both the Protective Behaviours and All About Me programmes in school by delivering complimentary work across the school during E-Safety Week/Anti-bullying Week and Mental health awareness etc.

### **Answering Children's Questions:**

52. 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.
53. 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 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.



54. 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.
55. 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.
56. 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:**





57. 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.
58. 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.
59. All new parents to our school will be given information about the RSE programmes we run as part of their induction to the school, including information of how they can get a copy of this policy.
60. In addition Warwickshire's Respect Yourself Campaign, who developed and support the All About Me Programme, have a designated [parent website](#) (under construction) where parents can find detailed information about all the lessons in the programme; explanation as to why particular topics are covered (including Protective Behaviours); how they are covered as well as supportive information as to how to carry on the conversations at home.
61. 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.
62. Before the All About Me programmes are delivered in school, we will send home a letter to parents to inform them of the dates the lessons will be delivered, including a link to the All About Me website for further information. If parents have any concerns, special circumstances we should be aware of, or would like any further information we will have a designated time for them to come into school.
63. 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.**
64. In the Infant programme the only lesson parents can choose to opt their child out of is *Mummy's Bump*, which sits in the year one programme under the My Relationships subject heading. All other lessons in the Infant programme are statutory under the new guidance.
65. In the Junior programme, parents can choose to opt out of one in the Year 3 programme: "*Where did I come from?*" and "Puberty: What I have heard about Sex2 in the Year6 Programme.
66. Should a parent decide that they do not wish their child to take part in any of these three 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 these





lessons, 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.

67. 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 in the programme.

### **Policy on Menstruation:**

68. 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.
69. 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.
70. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year 4. For this reason we deliver puberty lessons to all children in Year 4, 5 & 6.
71. 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.
72. Menstruation is a healthy biological function for 50% of our school. 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.
73. 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.
74. In school we have a menstruation kit available in Year 4, 5 & 6 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.
75. When school trips or residential visits are arranged for Years 4,5&6 provisions to deal with a child's period needs to be considered and added to the risk assessment and planned for

### **Monitoring & Evaluation:**



76. As part of the All About Me programme, all teachers are asked to fill out external monitoring and evaluation of the programme by Warwickshire County Council, 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.
77. Respect Yourself also ask to visit a number of schools each academic year to ensure good practice in delivery and help ensure consistency and monitor the programme. They also offer ongoing support and training for teachers and governors through their open training programme.
78. Furthermore, the children's work is collated into an All About Me workbook, as is their Protective Behaviours work. These act as evidence of the work the children have been involved in and document their learning experiences.
79. As part of All About Me in both Year 3 and Year 6 there is a specific lesson where children can use their folders to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.

### **Safeguarding Children:**

80. 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.
81. 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.
82. It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. 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.
83. Our school is able to access specialist support if we have any concerns around delivering the All About Me programme to vulnerable children.
84. 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.

This policy will be reviewed annually.



**Signed:**

**Date:**

