



Starbeck Primary Academy

Relationships and Sex Education (RSE) Policy

Date of policy: July 2020

Review date: July 2021

RSE education is an integral part of our school's Personal, Social, Health and Citizenship Education (PSHE) programme. We have developed this policy in order that all of our children and stakeholders at Starbeck Primary Academy are clear that we deliver a bespoke curriculum that meets the needs of our children and helps them understand what is meant by safe and healthy behaviours in their relationships and lives.

This policy has been written in preparation for the introduction of statutory relationships education in primary schools from September 2020. 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 safe to voice opinions and concerns relating to the RSE provision.

As a school, we place great emphasis on the success stories of every child by targeting support through extended services, multi-agency working and by building effective relationships between the school, parents, children, young people and the wider community.

1. Development Process

We are committed to the ongoing development of RSE in our school. We will use the following indicators to monitor and evaluate our progress:

- A co-ordinated and consistent approach to curriculum delivery has been adopted. The content of the RSE curriculum is flexible and responsive to pupils' differing needs which are gathered through the use of pupil perception data (such as the Growing Up in North Yorkshire survey).
- Children are receiving an entitlement curriculum for RSE in line with national and local guidance.
- There are clearly identified learning objectives for all RSE activities and pupils' learning is assessed using both formative and summative approaches.
- Opportunities for cross-curricular approaches are being used where appropriate.
- The impact of training for staff and governors on practice is evaluated.
- Policy and practice are revised regularly and involve staff, governors, parents/carers and, where appropriate, pupils.
- Opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our RSE, for example, through parent/carer information sessions.

2. Definitions

Relationships Education is statutory for all pupils and schools – this is ongoing learning about physical, moral and emotional development. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of puberty. It is not about the promotion of sexual orientation or sexual activity.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Sex Education is non-statutory – we will always inform parents in advance when we intend to deliver Sex education learning. This is predominantly in Year 6. (see section 13 of this policy regarding parental rights to withdraw)

3. Relationship to other policies

This policy links to:

- Anti-bullying
- Assessment
- Behaviour
- Child Protection/Safeguarding Children
- Confidentiality
- Continued Professional Development
- Equal Opportunities
- Mental Health Awareness
- PSHE
- E-safety/IT
- Monitoring and Evaluation
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning

4. Overall school aims for RSE

Starbeck Primary Academy is committed to promoting the personal and social development, health and wellbeing of its pupils, which underpins the ethos of the school and is reflected in its policies and in the breadth of the curriculum. It aims to promote the spiritual, moral, cultural, mental and physical development of pupils at the school and to prepare our children for the opportunities, responsibilities, choices and experiences for future life.

Our approach to RSE consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted.

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

Attitudes and values:

- learn the importance of values and develop individual conscience and moral considerations
- learn the value of family life, marriage and stable and loving relationships in order to nurture children.
- learn the value of respect, love and care
- explore, consider and understand moral dilemmas
- develop critical thinking as part of decision making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict

- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

For further information please see-

Department of Education-Relationships, Sex and Health Education:

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

Department of Education-Relationships, Sex and Health Education: guides for parents

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

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 including on-line
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, 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
- teach pupils about consent and their right to say no, in an age appropriate manner
- 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 knowledge they need to stay safe, healthy and understand their rights as individuals

5. The wider context of RSE

The school's RSE programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different sexual orientations, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of this RSE programme
- work in partnership with other health professionals and the wider community

RSE contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school

- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- 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

6. To whom the policy applies

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- Partner agencies working in or with the school

7. Language

Pupils will be taught the anatomical terms for body parts when studying this aspect of science and PSHE. Slang or everyday terms used in certain social circles will be discussed if they arise; and this will prompt conversations about what is and isn't acceptable language to use.

At Starbeck Primary Academy we have discussed, consulted upon and reviewed the vocabulary used with staff and governors within our curriculum as follows. This list is cumulative as children move through the year groups.

Year Group	Vocabulary
Year One	Relationships – family , friends, Mum, Dad, love, security and stability Safe and unsafe. Happy, unhappy Tolerance, relationships, Penis, testicles, vagina Privacy, private Online offline, cyber-bullying Worried, scared, attention Respect, Co-operation, right, wrong, fair, unfair, kind and unkind, teamwork, share, empathy, teasing, happy, sad, grumpy, scared, tired, angry, lonely, upset, respect, right, wrong, fair, unfair, kind, unkind, comfortable, uncomfortable, self-worth,
Year Two	Family and family life , relationships Online, offline, unhappy, unsafe, relationship Stereotypes – linked to gender and age tolerance, young, old, unique, Value, Tolerance, relationships, special, penis, testicles, vagina, similarities and differences Worries, trust, constructive, differences, similarities, ethnic backgrounds, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, co-operation, compassion, Bullying, teasing, cyber-

	bullying
Year Three	pride, expectations, physical health, mental health, valued, lifestyle, consequences, welcoming, excluded, collaborative, co-operation, tolerance, stereotypes, separation, divorce, bereavement
Year Four	pride, empathy, appropriate, aggressive, anti-social, discrimination, travellers, migrants, asylum seekers, depressed, ecstatic, enraged, sorrowful, envious, petrified, hesitant, self-assured, thoughtful
Year Five	Bacteria, viruses, immunisation Puberty, periods, menstruation, empathy, dispirited, delighted, irate, resentful, unnerved, timid, inquisitive, alternatives, intensity, migrate, economic migrant, asylum seeker, refugee, poverty
Year Six	Conception, pregnancy, birth, Civil partnership, Assertive, anti-social, tolerance, homophobia, transphobia, biphobia, racism, ethnic, religious diversity, sexuality, gender and disability, hate crime

Respectful 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 our school is a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will continue to be challenged. For example, pupils will be made aware that using the word ‘gay’ to mean something is rubbish or pathetic is wrong and will not be tolerated. To tackle this, staff might say: ‘You’ve used the word ‘gay’, but not in the right way.’

As a result, pupils will hear positive examples of different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships. We believe it is good practice to use anatomical terms for genitalia and sexual parts of the body, for example vagina, breasts, penis and testicles from the offset. Having the right 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.’

Evidence shows that from the age of 12 victims of abuse come to the attention of the authorities. Younger children disclose abuse less frequently, as they are less likely to have the words to describe their experiences and may have fewer opportunities to tell someone. Abuse may have started much earlier. The increase in numbers from age 12 may in part reflect more children coming forward to report abuse as their knowledge of sex and relationships develops, and they recognise that their experiences are abusive. In general, responses to the survivor survey suggest that abuse is most likely to be happening at the age of nine.

8. Confidentiality, Safeguarding and Child Protection in the context of RSE lessons

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils, with regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults, no pupil should be guaranteed

absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's member of staff with designated responsibility for Child Protection. The designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Teaching in this area will be sensitive so as not to stigmatise children or families on the basis of their home circumstances.

The nature of SRE means that pupils may disclose personal information. The classroom is never a fully 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.

The schools Child Protection policy will be followed should any pupil make a disclosure or cause concerns.

Techniques used in school to minimise the chance of pupils making a disclosure in an RSE lesson include:

- depersonalising discussion
- puppets
- using role play to 'act out' scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- use by children of the "ask-it-basket"

9. Learning environment and additional non-negotiable ground rules

We aim that pupils will feel safe enough in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and 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.

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.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable 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. A set of 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 from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'What is said in the room, stays in the room.' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe.

- It is not ok to ask personal questions of each other or the teacher but we can put questions in the 'ask it basket'.
- Do not name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'.
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts
- It is ok to say pass/not join in.
- We will respect different opinions, situations and backgrounds.

Every class has a space for children to be able to ask written questions (for example, an 'ask-it basket') that teachers can address in lessons as appropriate or with individuals.

During a RSE lesson these ground rules will be known as **ROCK**

Respect, Openness, Confidential, Kindness

10. Managing Difficult Questions

There are times when children will ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for RSE. Given ease of access to the internet, children whose questions go unanswered, may turn to inappropriate sources of information. We are aware that children of the same age may be at developmentally different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion in small groups is considered lesson by lesson. In this eventuality, a holding statement will be used 'Thank you for your question. That isn't what we are learning about so I will speak to you later about that' - This then allows the teacher to follow a number of options. These include:

- further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked.
- time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help.
- if the matter is considered a potential safeguarding issue, the staff member responsible for this will be notified.

11. Key responsibilities for RSE

i) 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 PSHE Subject Leader on any areas that they feel are not covered or inadequately provided for in the school's RSE provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school

- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, cultures and sexual orientations, and including those pupils with Special Educational Needs
- ask for support in this from the school PSHE Subject Leader, should they need it

ii) Lead member/s of staff

The lead member of staff has received 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 of staff will:

- develop the school policy and review it on a yearly 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
- 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, where appropriate, 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, taken into account 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 body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for RSE who works closely with, and in support of, the lead member/s 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.

iv) Pupils

All pupils:

- are expected to attend all statutory elements of the RSE curriculum (including relevant science linked curriculum)
- should support one another with issues that arise through RSE
- 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 be made to feel comfortable 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 school will:

- keep parents/carers informed about all aspects of the RSE curriculum, including when it is going to be delivered. The curriculum is displayed on the school website and letters are sent home.
- gather parent /carers' views on the policy and take these into account when it is being reviewed
- provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school through parent meetings where resources can be reviewed and discussed
- expect parents/carers to share the responsibility of RSE and support their children's personal, social and emotional development
- 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
- provide support and encourage parents/carers to seek additional support from the school where they feel it is needed

12. Staff Support & CPD

The school provides regular professional development training in how to deliver RSE.

Staff (including non-teaching staff) CPD needs are identified and met through the following ways:

- an audit of staff CPD needs in the form of a staff questionnaire will be completed each year
- training and support will be organised if needed
- all members of the teaching and non-teaching staff will be offered generic RSE training which includes sessions on: confidentiality; setting ground rules; handling controversial issues; responding to awkward questions; an introduction to the rationale of why teaching RSE is so important; current law and guidance; learning outcomes and school policy
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality; child protection; sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through training and advice when required.

13. The right to withdraw

There is no right for parents/carers to withdraw from Relationships Education or Health Education which are statutory. Parents/carers do have the right to request that their child be withdrawn from some or all of Sex Education delivered as part of statutory RSE. Any parent/carer wishing to withdraw their child from SE should firstly contact the headteacher. This will then be followed up by a sensitive meeting to discuss their concerns and for the headteacher to clarify the nature and importance of the curriculum.

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. This meeting will be documented, and a record will be kept.

14. RSE Provision

i) Learning Outcomes for RSE

By the end of Key Stage 1:

Pupils will be able to:

- identify and share their feelings with others
- recognise safe and unsafe situations both on and off-line
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk both on and off-line

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for genitalia
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

By the end of Key Stage 2:

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support, others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- that safe routines can stop the spread of viruses

- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help
- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable
- about, and accept, a wide range of different family arrangements, for example second marriages, same sex marriages, partnerships, fostering, extended families and three or more generations living together

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

ii) Learning Outcomes of RSE that are within the National Curriculum for Science

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

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

iii) The needs of pupils

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 evaluation and development of their RSE in ways appropriate to their age.

iv) Teaching and Learning

Starbeck Primary Academy has adopted and follows the ***North Yorkshire PSHE and Citizenship ladder of progression*** which is used by staff throughout the school for planning and teaching. The main element that relates to RSE is the 'Me and My Relationships' strand that is taught from Y1 to Y6. Some aspects of the RSE programme of study are also taught in other subjects as appropriate e.g. science.

From the Early Years, children are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

From Year One to Year Six children will be taught PSHE in class groups throughout the school. To support the teaching of RSE the school will liaise with parents and carers, governors and health care professionals as appropriate. We will publicise on our website our medium-term plans in order that parents know what we are teaching and when.

15. Single gender groups

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. 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 boys and girls to feel safer and less embarrassed about airing issues and discussing relationships.

16. Inclusion and Special Needs

All children, including those in all vulnerable groups and SEN, have their progress monitored accordingly to ensure access to a broad and balanced curriculum. TAs are sometimes used to support these children during lesson time or to give specific help with individual objectives. Teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. The PSHE leader will liaise with class teachers to ensure that all pupils have access to the curriculum as the aspects of personal and social development are as important to all pupils as their academic achievement.

17. Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

18. Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSE is relevant to them. Teachers will never assume that all intimate relationships are between opposite genders. We will ensure pupils can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

19. Pupils who are new to English:

The school will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSE provision and resources. Pupils who are new to English will be supported in accessing and understanding the language used in RSE lessons.

20.Resources

We use children's books, both fiction and non-fiction, extensively within our RSE programme as well as websites recommended by NYCC and the PSHE association. 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.

21. Assessment, recording and reporting in RSE

We assess pupils' learning in RSE in line with approaches used in the rest of the curriculum. We report to parents/carers at the end of the school year on pupils' learning and progress within PSHE, of which RSE is an aspect. We do not report on RSE specifically at the end of the school year.

Assessment methods:

- baseline or pre-assessment (essential for needs-led RSE)
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the RSE programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- identify pupils who have exceeded or fallen short of the objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers at parent consultation and as part of the overall annual report

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With guidance from: Garry de Castro-Morland – Headteacher

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