

Hunsley Primary Relationships and Sex Education (RSE) Policy

V1.1

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Name of Responsible Committee/Individual:	Hunsley Primary Local Governing Body
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With reference to the following Hunsley Primary policies:	Hunsley Primary Curriculum Policy Hunsley Primary Safeguarding Policy

Hunsley Primary Behaviour, Sanctions and Rewards Policy

Hunsley Primary PSHE Policy

Hunsley Primary Medicines Policy

Hunsley Primary Intimate Care Policy

Hunsley Primary SEND Policy

Statement of Inclusion

Relationships and Sex Education Policy

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1. Hunsley Primary Vision, Values and Ethos Statement

Vision: Our Commitment

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

Values: Our Children

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

Ethos: Our Teaching and Learning

Engagement, Enjoyment, Discovery, Reflection, Achievement

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice

- Real learning themes and deep-thinking investigations, which prepare our pupils for 21st Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development
- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

2. Introduction, Purpose and Scope

The new curriculum SRE curriculum is mandatory for schools from September 2020. This policy is written to meet statutory obligations and government guidance on developing a relationship and sex education policy (Sept 2019) and the DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England)' (June 2019). We recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education (RSE) and Health Education (England) regulations, 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 also recognise the school's responsibility to maintain a written policy outlining Hunsley Primary's approach to teaching RSE, which is available to parents on the school website and reviewed annually, taking into consideration relevant, contextual information, including parental feedback, consultation and discussion.

The purpose of this policy is to outline the expectations of the Hunsley Primary Governing Body and Leadership Team regarding the provision of Relationship and Sex Education in school. This refers both to the coverage of the provision in the curriculum and also to the behaviours, values, ethos and approaches underpinning the curriculum.

As reflected in our Hunsley Primary Vision, Value and Ethos Statement above, we understand that we must provide a balanced and broad curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils both at Hunsley Primary and in wider society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

All young people have a right to factual information, free from bias and the subjective personal beliefs of those who teach them. In order for our children to embrace the challenges of growing up

and to have a happy, healthy and safe adulthood, they need to be able to make informed decisions about their wellbeing, health and relationships. 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. We understand also that children who are knowledgeable and confident about relationships and health are more likely to have positive, fulfilling relationships.

3. Definition of Relationship and Sex Education (RSE)

Relationship and Sex Education is the teaching of fundamental building blocks of growing up and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.

We understand the close connection between the effective teaching of RSE and a child's personal safety, sense of self-worth and recognition of what constitutes a 'healthy' relationship, both in the real world and also on-line.

RSE also should help 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 important fact that every human being is unique and has the right to be respected, a value on which we place great importance at Hunsley Primary.

RSE is also key to helping children identify boundaries and build the foundations for an understanding about consent, for example, through programmes such as the **NSPCC Speak Out Stay Safe** programme, which combines Relationship Education with a message about personal wellbeing and safety.

RSE also ensures that children 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.

4. Definition of Sex Education in 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 **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 the choice of individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their specific pupils. Hunsley Primary, like many other primary schools, chooses to teach specific, age-appropriate aspects of sex education through the PSHE curriculum, as well as that which is covered in the science curriculum.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children of primary school age to have questions about their bodies and to be curious about where they came from.

Without a carefully compiled programme in school, children may therefore choose to seek clarification from the internet or from their peers. To ensure the children receive factual, safe and unbiased information, this policy outlines why Hunsley Primary provides a comprehensive, age-appropriate sex education programme. Evidence states that a graduated, age-appropriate 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 or being misinformed, so we have designed our curriculum in this way.

Sex education allows children a safe space to ask the questions they may have without shame or judgement. 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 and understand appropriate public and private behaviours.

Sex Education gives children the knowledge 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.

5. The RSE Programme at Hunsley Primary

Values Framework

Our approach to RSE at Hunsley Primary is to teach within the clear framework of morals and values which underpin the school every day as our **Hunsley Primary Values**:

- Inclusion
- Respect
- Staying safe
- Being kind
- Being fair
- Recognising we are all individuals and, as such, unique and equal

In view of these Values, the RSE programme at Hunsley Primary promotes:

- The importance of positive and stable relationships
- The importance of respect, understanding and empathy towards others
- The importance of fairness and equality in relationships
- The importance of kindness in relationships and our treatment of others, including the right not to be abused in those relationships
- The importance of the individual's choice to express their sexuality within legal parameters

Responsibilities and Roles in the Delivery of RSE

We have an integrated, whole school approach to delivering and planning for RSE.

The Headteacher and School Leaders will:

- Ensure staff are supported with continuing professional development and adequate resourcing to deliver a consistent approach in line with the agreed policy
- Maintain a monitoring overview of provision, planning and delivery, including supporting staff to develop differentiated resources and liaising with approved external agencies to support the school in delivering the core material, e.g. the NSPCC
- Help and train staff to play a pastoral role in delivering the wider support and responses to the children where RSE underpins the support need
- Ensure that clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure that the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor all pupils' progress in achieving the expected educational outcome
- Seek and take account of pupil, governor, staff, parent and carer views and endeavour to adopt an approach of partnership with parents and carers

Teaching staff will:

- Be fully involved in preparing and delivering RSE curriculum. They will teach aspects of the RSE curriculum through the science curriculum and the majority through the PSHE Talk Time curriculum.
- Be prepared to play a pastoral role in the support of children within and beyond the teaching of the RSE curriculum
- Consult the headteacher and senior leaders where support is required to deliver the programme in line with the policy.

Teaching Assistants and Support Staff will:

- Be prepared to play a part in supporting the delivery of RSE in curriculum sessions and in supporting the pupils' pastoral needs as required under the direction of the headteacher
- Receive training to deliver social and emotional support as appropriate, depending on role e.g. Power Programme, Talk Boost, Emotional Literacy Support (ELSA)
- Where part of their role, help to signpost parents to additional sources of information and support if needed, e.g. Family Information Services Hub (FISH); Family Links programme
- Where appropriate, involve third party agencies for information and advice to support pupils and parents where consent is given to do so

Governors will:

- Fulfil their legal obligations, in ensuring a policy exists and is monitored and reviewed according to the agreed cycle
- Ensure that the quality of provision is subject to regular and effective self-evaluation, and is well-led
- Ensure that learning is accessible to all pupils including those with SEND or additional needs

Parents and Carers will:

- Be able to view this policy on the school website
- Access information about the delivery of the curriculum, where needed, by contacting the school on enquiries@hunsleyprimary.org.uk
- Have opportunities to take part in information and education workshops (ParentLearn)
- Be encouraged to adopt a dialogue with their children about the learning in school

Pupils will:

- Have access to age and stage appropriate RSE and to the corresponding pastoral support
- Be consulted in an age-appropriate way on their RSE views and their feedback used to review provision.

The RSE Curriculum

Through our curriculum, we teach the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools. Across all year groups, RSE is delivered both as part of **science curriculum** and the **Talk Time (PSHE)** programme (see Appendix for details of contents)

Talk Time

The Talk Time programme is a PSEH curriculum, designed to be a 'spiral' curriculum, where we return to key ideas throughout the course of the child's time at the school building on key knowledge to deepen understanding and develop confidence, beginning in Reception and running through to year 6, with a very clear staff understanding of the journey the children then take into secondary school and beyond, through our close partnership working with South Hunsley. It is designed to enable children to feel confident to talk about Personal, Social, Health and Economic matters; listen to each other; ask questions and share ideas as a group of peers and also as a school community. As part of this programme, the children learn about a wide range of ideas, which includes age-related relationship and sex education at appropriate stages in their development.

Talk Time sessions are delivered by the classroom teacher/s who know the children best and understand any additional needs or sensitivities which individual children might have. The Hunsley Team plan together and review materials as a team, to ensure staff are confident and competent to deliver the materials appropriately, without bias, with age-appropriateness and safely. This includes the training staff receive around safeguarding.

Teachers must ensure that their personal beliefs and opinions do not influence and do not create bias during the Talk Time sessions. Staff have clear parameters through joint planning and review about what will be discussed in the class forum and what will need to be dealt with on an individual basis. Staff are supported through the school Safeguarding Policy to meet children's needs and statutory requirements. Staff must follow these key 'ground-rules' when planning and teaching:

- 1) **Pupils take part in spoken, group discussion on a voluntary basis**

- 2) Lessons will be factual and information based**
- 3) Pupils will not be expected to answer personal questions or share personal information in the group forum**
- 4) Only terminology which is agreed as a school as the 'correct' names for key concepts, e.g. body parts, shall be used**
- 5) Any concern arising from an RSE lesson will be shared with the appropriate school safeguarding staff member in a timely way**

Where the classroom teacher is the key adult delivering the Talk Time programme, this helps to strengthen the message for the children that our relationships are something they can talk about and that the knowledge they gain in the RSE aspects of the curriculum is equally as valuable and significant as the learning they gain in all other aspects of the curriculum delivered by their class-teacher, such as maths, geography and English.

Talk Time lessons are delivered three times each week, as part of the whole school curriculum. They usually last 20-30 minutes each and build across the week or fortnight in linked topic areas, which cover a broad and modern Personal, Social, Health and Economic Education programme. The topic areas are also connected to the school values (based on the British Values), ethos and key characteristics of learning which the children are assessed against each term.

Lessons comprise of the following non-exhaustive list of approaches:

- Discussion
- Video
- Circle time
- Case studies
- Text resources
- Role play
- Guest visitors
- Quizzing
- Games
- Reflection
- Debate

In addition to the core Talk Time programme, the school offers a series of spiritual, moral, social and cultural Development Days / Weeks which complement the fixed Talk Time structure and are planned with flexibility each year to respond to the current interests, needs, and experiences of the school cohort. These days are sometimes shaped around the House System cohorts and other time around the year group cohorts.

The school's assembly programme is the third part of the Talk Time curriculum offer, again shaped around the values and ethos of the school.

Through the taught curriculum, and equally through the untaught aspects of school-life (the behaviours and attitudes modelled by staff; the messages which children absorb through the built environment; the expectations and hopes shared) the children are encouraged to know that asking

questions is positive, being unsure is not negative and that there is a network of support available to encourage discussion to take place.

The Importance of Questions in the Curriculum

Staff are skilful at encouraging questioning and discussion, and through shared planning and training, ensure that questions are answered without bias or personal opinion and in a way which is age-appropriate. Staff are supported to know how to manage more challenging questions and are encouraged to discuss, review, evaluate and share with colleagues through joint planning so that there is consistency across the school in the way questions are supported and responded to. The following guidelines and expectations support staff to respond appropriately to questions and apply across the curriculum, not just within Talk Time or the RSE curriculum:

- Children are 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.
- Alternatively, staff will also need sometimes to differentiate in how they respond to a question, depending on children's knowledge, experience and need for support.
- When a child asks a thoughtful question that is not suitable for the full class, staff will respond by praising the question ("Great question; hold that thought and I will come back to that one.") before returning to the child in question to respond at the desk, for example.
- We teach the children that there are no 'silly' questions if it is an important question to them
- If the member of staff doesn't have an answer or doesn't know, they will say so. They will model to the children that there is no problem in not knowing the answer and the member of staff will help the child to find the answer later.
- Likewise, if the member of staff is not sure how best to answer a tricky question and would prefer to seek guidance from a colleague or senior member of the team, their response will indicate the importance of finding a detailed and satisfactory answer for the child (*"That is a brilliant question and I would like to give you an equally brilliant answer, so let me have a think about it. Once I know the best way to explain it clearly I will come back to you"*)
- Where a child asks a question which causes the member of staff concern, this will be referred in the usual way to the Designated Safeguarding Lead.
- As with all other aspects of the curriculum, teachers are guided to answer questions, openly, honestly, scientifically and factually without referring to their own personal beliefs or opinions.
- Teachers are not expected to answer personal questions about themselves or to ask direct personal questions of their children that could make either parties vulnerable.

6. Equality, Diversity and Inclusion

Hunsley Primary is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines.

- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged.

We understand that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils and young people irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation or whether they are looked after children. As a result, our approach to RSE is sensitive to the differing needs of individual pupils and groups of pupils and may need to adapt as the pupils of the school grow and as the school itself grows. Our teaching, coupled with a demonstration of values and ethos, must also to help the pupils understand the nature and consequences of discriminatory behaviours or language.

Hunsley Primary is committed to giving all pupils access to RSE which is relevant to their age, stage of development and needs, meaning that teaching content is adapted to specific learning needs and requirements.

As a school, we recognise the role of RSE in addressing the specific needs of key groups:

- **Special Educational Needs and Disabilities**, be those physical, emotional, social or cognitive. Where pupils have significant multiple or profound learning difficulties, they will be included in the programme in a differentiated way, to sensitively and effectively deliver the key learning, for example, self-awareness, self-care, privacy.
- **Communication or sensory needs**, in line with our Inclusion Statement: where pupils require augmented communication devices, e.g. use of iPads / apps for supported speech or the use of braille resources, we will ensure that the key learning materials and resources are able to be translated so that they are used across a range of platforms
- **Ethnic and cultural diversity**: the school will create opportunities for consultation and discussion with families where specific views and ideas about RSE form a part of the child's ethnic or cultural context. We will seek to promote a respectful approach to the views and beliefs held.
- **Faith and religious beliefs**: A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities helps to create a constructive context for the teaching RSE. We will seek to take into account the religious background of all pupils when planning teaching to ensure appropriate delivery of key topics. The school will ensure we comply with the relevant provisions of the [Equality Act 2010](#), under which religion or belief are amongst the protected characteristics.
- **A range of backgrounds and home contexts**: We understand that our children come to school from a range of family contexts and backgrounds and as such shall ensure we approach teaching in a mindful and respectful manner.
- **Sexuality**: Our approach to teaching RSE and to planning to meet the needs of all our children will be sensitive, inclusive and balanced in matters of sexuality, recognising the diversity in society and the fact that some of the children's families will also include LGBTQ members.
- **The needs of all children**: we recognise that children may require adaptations on account of specific needs and characteristics. The policy and planning / teaching methodology (shared planning and joint moderation of resources) will ensure we remain mindful and considerate of all children's needs and contexts.

Hunsley Primary will always sensitively and proactively challenge occurrences of stereotyping, bullying (for example homophobic or sexist) and prejudice and the school's approach will be balanced, educational, sensitive and based on information as opposed to personal opinion, bias or propaganda.

7. Communicating with Parents and the Parental Right to Withdraw

We believe that successful teaching of RSE takes place when parents and school work together. We all want children to grow up safe and happy in healthy, stable relationships, with the ability to manage their emotions and speak up when they feel unsafe; therefore, Hunsley Primary is committed to working together with parents to provide a really effective programme.

We shall be transparent and give parents information about 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 parents can view this policy on the school website and are welcome to discuss it with the school.

The school also provides useful links to further sources of information, help and support to parents in the RSE section of the school website.

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.

The overview of the RSE aspects of science and the Talk Time curricula are available on the school website and parents can request to see the teaching materials in detail prior to lessons should they wish. A letter is sent home to parents to inform them of the dates the lessons will be delivered. If parents have any concerns, special circumstances we should be aware of, or would like any further information they may contact the school Office to arrange a meeting with a member of the team.

We recognise under the new guidance for Relationship Education, Relationship & Sex education and Health Education, 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.

Should a parent decide that they do not wish their child to take part in sex education lessons beyond the science curriculum, we would ask that they speak to the Headteacher to discuss their questions. We will also highlight that whilst parents have the right to withdraw their child from these lessons, this may not prevent other children from talking about what they are learning in these lessons.

Following discussion with the Headteacher, if parents do decide to withdraw their child, they should inform the Headteacher, who will provide alternative learning for the child to engage in during the lesson.

8. Guidance on Menstruation

As a school, we acknowledge we have a role to play and responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially for children whose family may not be able or willing to provide adequate sanitary products. In this way, we hope that all children experiencing their period will be able to attend school happily and comfortably, also with the additional support of our Medicines Policy.

It is not uncommon for children to start menstruation in primary school and for this reason, we deliver our puberty lessons in Years 5 and 6 with age-appropriate focus on the facts. As part of these lessons, all children are told in an age-appropriate way about menstruation and there is a discussion about what periods are, an explanation of other symptoms associated with periods and how they can be managed, such as by using the sanitary bins provided in school. We also keep a Menstruation Kit in school and support of children requiring this kit is guided in addition by both our Intimate Care Policy and our Medicines in School Policy.

When school trips or residential visits are arranged for Years 5 & 6, provisions to deal with a child's period will be considered, discussed with parents in the preparatory meetings and added to the school risk assessment.

8. Safeguarding Children

The guidance, expectations and procedures set out in the school's suite of safeguarding policies should be met by all staff at all times.

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 understand how to follow the school's policies and procedures in the case of a disclosure or suspicion of a safeguarding concern.

It is our practice to review general safeguarding procedures or issues in weekly Team Briefings and in Team Meetings, before all other agenda items. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom the curriculum may prove to be additionally challenging due to previous or ongoing safeguarding or child protection concerns, investigations and measures.

The school will seek the guidance of the Local Authority Designated Officer if any situation arose which warranted external support, advice or information.

We recognise that for children who may be vulnerable as detailed above, there may be a need to adapt the programme or offer additional support, but that the curriculum itself may be a protective factor in preventing further abuse, to help them develop skills and resilience to keep them safe in future.

9. Monitoring & Evaluation of the Policy

The policy is approved by the Hunsley Primary Local Governing Body.

To ensure the scope of the policy remains current and reflective of the school's ethos and national guidance, it will be **reviewed annually** in the first 3 years following the start of the new curriculum and until the school is complete in its recruitment and delivery of Year 6. This will also allow for evaluation of the impact and effectiveness of the policy and also allow for feedback to play a role in developing the programme in school.

Joint planning of teaching sessions and team evaluation or moderation of pupil learning ensures that consistency is maintained and that the programme is relevant to the children's needs, up-to-date and evidence based. This team approach ensures the quality of materials and brings to the table any key issues that may have arisen within the classroom.

Senior teachers carry out lesson drop-ins in order to ensure the quality and character of delivery are consistent across the children's experience in each year group and also consistent with the expectations outlined in this policy.

The evidence for assessment kept by each teacher and passed on to the next teacher act as evidence of the work the children have been involved in and document their learning experiences. The children are encouraged at various points in their school programme to reflect back on 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.

Pupil surveys capture the views of the children about the effectiveness and usefulness of the curriculum.

School leaders monitor children's learning and evaluate their progress by analysing the Characteristics of Learning and PSHE assessments made three times a year by teaching staff and set down in SIMS.

The Role of Governors in Monitoring and reviewing this Policy and RSE Programme

As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Appendix

The Hunsley Primary Talk Time Curriculum Model RSE- relevant aspects only (Reception to Year 6)

<p>Reception In addition to the EYFS framework:</p>	<ul style="list-style-type: none"> • Children know the basic ways of keeping their bodies clean • Children can name the main parts of the body, (e.g. eyes, ears, hands, knees) • Children show a basic understanding of how people grow from young to old, e.g. growing taller, hair changing colour 	<ul style="list-style-type: none"> • Identify and name some feelings • Children are taught to begin expressing and managing their feelings • Children can express some of their positive qualities • Begin to understand what bullying is and to recognise that it is wrong • Children can list some ways to get help if bullying is happening • Children have some understanding of the effect of their behaviour on other people • Children can show how to cooperate in some less demanding situations • Children are taught to describe simple similarities and differences between people and explain, with support, some ways family and friends should care for one another 	<ul style="list-style-type: none"> • Children know and recognise simple choices they can make (e.g. rights and entitlements) and are shown that everyone is entitled to make their own choices • Children are taught to recognise the difference between right and wrong in their immediate context (rule of law) • Children are taught simple ideas of different communities, such as family and school, and how these might differ from one to the next (family might have a mixture of the following, for example: grandparents, brothers, sisters, mothers, fathers) • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS
	<p>Body and Mind:</p> <p><i>Which parts of my body are private? (in relation to classroom behaviours)</i></p> <p>Life Cycles:</p> <p><i>How much have I changed since I was a baby?</i></p> <p><i>How are other children similar and different to me?</i></p>	<p>My Relationships and Friendships with Others:</p> <p><i>Who is in my family?</i></p> <p><i>How are other families similar or different to mine?</i></p> <p><i>What does my family do for me?</i></p> <p><i>What do I like about my friend?</i></p> <p><i>What can I do to make friends and family happy? What do I not need to do?</i></p> <p><i>Who do I look after?</i></p> <p><i>Why shouldn't I tease or bully other people?</i></p> <p>My Relationship with Me:</p>	<p>My Family</p> <p><i>Who can I ask at home if I need to know something?</i></p> <p><i>Who can I go to at home and in school if I am worried about something?</i></p>

		<p><i>What does my friend like about me?</i></p> <p><i>How can I show good listening skills?</i></p>	
Year 1	<ul style="list-style-type: none"> • Children can describe ways of keeping safe in familiar situations as well as some new situations (both in person and online) • Children can explain ways of keeping their body clean and why this is needed • Children are taught to name further main parts of the body and also know that most boys' bodies differ from girls'. • Children learn how to explain how people grow from young to old and how this might change what they are able to do, both positively and negatively, e.g. strength and energy in young people; frailty in old age but knowledge and wisdom • Children can make simple choices about some aspects of their health and mental wellbeing, e.g. being able to be mindful • With support, children are asked to think about common views about boys and girls and what they are like – they are asked to question some of these which may not be inclusive 	<ul style="list-style-type: none"> • Express some of their positive qualities in more detail and show awareness of how this helps positive mental health • Children will further identify, name and demonstrate that they can manage some feelings, giving examples which others might also find helpful • Children can explain that bullying is wrong (and that it is a bad way to use your power) and list ways to get help in dealing with it and begin to say how they themselves might deal with it • Recognise the effect of their behaviour on other people and explain why it is important to cooperate with others • Children are able to say how we are all unique and can give some of the ways we are different from and similar to each other • Children can explain with examples how friends and relations care for each other and show awareness that this might differ across families, depending on the make-up of each family; e.g. grandparents looking after their grandchildren in the absence of parents 	<ul style="list-style-type: none"> • Children are taught how to identify and respect differences and similarities between people and understand that everyone is entitled to express themselves in their own way, without causing others harm • Children are able to know and recognise choices they can make (rights, risks, opportunities, entitlements) and explore some simple local choices; • Children can recognise the difference between right and wrong in the wider context, e.g. outside of school but in their local community (rule of law) • Understand that they belong to various groups and communities, such as family and school, and can begin to explain how they themselves contribute to the life of the class and school • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS, and are using this simple knowledge in their everyday access to computing
	<p>Body and Mind:</p> <p><i>Why are most girls' and boys' bodies different?</i></p> <p><i>What do we call the different parts of girls' and boys' bodies?</i></p> <p><i>What is the PANTS rule and why is it important Using the NSPCC KS1 presentation)</i></p>	<p>My Relationships and Friendships with Others:</p> <p><i>What kinds of people make up families?</i></p> <p><i>Is there such a thing as a typical family?</i></p> <p><i>Who has this role in my family?</i></p>	<p>My Community:</p> <p><i>Who are the people in school who I can speak with about my worries?</i></p> <p><i>Who can I go to in the wider community if I am worried about something?</i></p>

	<p>Life Cycles:</p> <p>Where do baby animals come from, including human babies? (See Science Curriculum below)</p>	<p><i>How does my behaviour affect others?</i></p> <p>My Relationship with Me:</p> <p>Who makes me feel good about myself? How do they do that?</p> <p>How can I listen to my inner voice which tells me what is wrong and right?</p>	
Year 2	<ul style="list-style-type: none"> Children are able to make choices about a wider range of aspects of their health and wellbeing Children can explain ways of keeping their body clean and when / why this is needed, linking to care of teeth, hair, skin Children can name the main parts of the body and learn to explain its systems, e.g. blood circulation (see science curriculum) They can describe ways of keeping safe and ensuring the safety of others in familiar situations as some new situations (both in person and online) and make links between physical safety, healthy risk-taking and mental health, e.g. resilience and coping with set-back Building on Y1, children are asked to think about common views about boys and girls and what they are like – they are encouraged to link these to ideas of resilience and what it means to be strong or confident 	<ul style="list-style-type: none"> Children demonstrate that they can identify, name and manage a wider range of feelings and recognise and express with confidence their positive qualities – they can make links to positivity and mental health, for example coping with setbacks, loss, disappointment They understand bullying in a range of contexts, explain why bullying is wrong and offer simple strategies for dealing with it and how to help victims They are taught to recognise the effect of their behaviour on others and be able to cooperate with others to support those with difficulties or challenges Children are able to say how we are all unique and can give some of the ways we are different from and similar to each other – children develop an understanding of empathy Children can explain with examples how friends and relations care for each other and use what they know about loss, coping with setbacks and resilience to say how they might cope in a range of challenging family situations, e.g. a new sibling, the loss of a family pet, a change of house 	<ul style="list-style-type: none"> Identify, describe with confidence and respect differences and similarities between people and have regular opportunities to show how to express themselves in their own way, without causing others harm or offence Children recognise and are able to describe more confidently the choices they can make (rights, risks, opportunities, entitlements) and explore some simple dilemmas; e.g. those which might test their responsibilities as a citizen Children can recognise the difference between right and wrong in the wider, national context, with some simple examples from the national news (rule of law) e.g. racism in sport Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS, and are using this simple knowledge in their everyday access to computing. They can explain why online life is not the same as 'real' life and how they can protect themselves whilst online
	<p>Body and Mind:</p> <p>How can I cope with strong emotions? How does my body change as I grow? How do most girls' and boys' bodies change differently as</p>	<p>My Relationships and Friendships with Others:</p> <p>What kinds of events can challenge a family? Is there such a thing as the right way to cope with challenges?</p>	<p>My Community:</p> <p>What does it mean to be a citizen? Is online life real life?</p>

	<p><i>they grow? How are they the same?</i></p> <p><i>What is the PANTS rule and why is it important Using the NSPCC KS1 presentation)</i></p> <p><i>Speak Out Stay Safe – what do I need to know at my age?</i></p>	<p><i>How can I put myself in someone else's shoes?</i></p> <p><i>How can I help my friends to overcome challenges and be resilient?</i></p> <p><i>What are the features of a positive relationship with my friends? What does it look like when things are not going well with friends?</i></p> <p>My Relationship with Me:</p> <p><i>How do I manage when I lose something or someone?</i></p>	
<p>Year 3</p>	<ul style="list-style-type: none"> • Children are able to make positive choices about a new set of health and wellbeing aspects, including avoiding poor lifestyle choices (e.g. smoking, too much screen time, lack of sleep) and how these aspects can challenge positive mental health • They can make links between keeping safe when away from home and ensuring the safety of others in some new situations (both in person and online) and make links between physical safety, healthy risk-taking and mental health, e.g. peer pressure and accepting boundaries • Children learn in more depth how the body has changed since birth and why. They also explore why some children grow more quickly than others, e.g. why girls might be taller than boys in their class • Children gain a more specific view of how girls and boys grow differently and why everyone is different • Building on Y2, the children further explore ideas and stereotypes about how boys and girls are expected to behave • They know what body parts are private and what kinds of physical contact 	<ul style="list-style-type: none"> • Children explore how to recognise their own worth and strength, and are supported to demonstrate or express that sense of self-worth, especially around personal aims, setbacks and challenges • Children are taught to identify ways to face new challenges beyond the local, school or family setting; e.g. worries about national or global events, and how they might lean on friends, family and other key people to cope with such new challenges • Children explore how to make judgements and positive decisions which might affect their health and wellbeing, especially linked to resisting negative peer pressure, e.g. rejecting poor behaviours or temptation to do the wrong thing • Children learn to identify different types of relationships (including same-sex relationships) and know ways to maintain good relationships, e.g. co-operation – they are taught more about the nature and consequences of bullying, how it can be a subtle abuse of power over another person, and ways of responding to it over time • Recognise negative behaviours such as stereotyping, and understand the 	<ul style="list-style-type: none"> • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS Key Stage 2 and are able to give examples of how they have made good decisions in their everyday usage • They can explain why online life (including online relationships) is not the same as 'real' life and how they can protect their own mental health and wellbeing whilst online in a specific circumstance, e.g. understanding that photo-shopping images is fake

	<p>are acceptable and unacceptable and who they can talk to if they are worried</p>	<p>consequences of such behaviour</p> <ul style="list-style-type: none"> • Children are able to celebrate uniqueness and can give examples of how empathy helps others, and why it can be great to have a friend who is different from oneself 	
	<p>Body and Mind: <i>What makes me feel good?</i> <i>What makes me feel bad?</i> <i>Why are my feelings changing as I get older?</i> <i>How do I feel about growing up and changing?</i> <i>How can I cope with strong feelings?</i> <i>What are good habits for looking after my growing body?</i></p> <p>Life Cycles: <i>How do different animals have babies?</i> <i>How do different animals look after their babies before and after birth?</i> <i>What happens when people get older?</i></p>	<p>My Relationships and Friendships with Others: <i>What do I do if someone wants me to do something dangerous wrong or makes me feel uncomfortable?</i> <i>Is it good or bad to keep secrets?</i> <i>Why are some parents married and some not? Why are some families different from mine – similar to mine?</i> <i>Why do relationships change as we grow up?</i> <i>How do I know how other people are feeling?</i> <i>How can we make up when our friendship has hit a problem?</i> <i>Why do friendships change?</i></p> <p>My Relationship With Me: <i>What is positive talk and how can I use it when I am tempted to do the wrong thing?</i> <i>What is responsible decision making?</i></p>	<p>My Community: <i>Who can I talk to if I feel anxious or unhappy?</i> <i>Where can I find information about growing up?</i> <i>Is there a difference between what is right and what is legal?</i> <i>Can I do that job if I am a girl / boy / ...?</i> <i>How can I be happy with the real me?</i> <i>What are my responsibilities and opportunities as I grow and become more independent? Are these different online and offline?</i></p>
<p>Year 4</p>	<ul style="list-style-type: none"> • Understand some of the bodily and emotional changes as they age towards 9 and 10, and, with support, how to deal with these in a positive way, e.g. growth, capability, taking responsibility for own hair, dressing, being presentable – what it means to be ‘more grown up’ and how that looks to others • Building on Year 3, children develop further their ideas and understanding about the specifics of a healthy lifestyle and a healthy mind, by focusing on a key aspect such as choices made when at friends’ or 	<ul style="list-style-type: none"> • Recognise negative behaviours such as stereotyping and aggression, and understand some of the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities • Demonstrate explore further what it means to have respect and tolerance towards others, building on their recognition of stereotyping • They are able to think of ways to resolve differences by looking at alternative perspectives, making decisions and explaining choices • Children learn more about ‘social awareness’ and can 	<ul style="list-style-type: none"> • Understand facts about democracy and about some of the institutions that support it locally and nationally, e.g. local government, national government, UK politics • Look at human rights and learn more specifically about the way these are protected in law • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS Key Stage 2 and are able to explain what an online ‘digital footprint’ is and how to maintain a positive one • They can explain why online text is not necessarily true and have a simple

	<p>relatives' houses, away from home – e.g. online gaming, sleep patterns, safe choices, communication on the home phone / parents' or siblings' mobiles / their own mobiles if relevant</p> <ul style="list-style-type: none"> • Building on Y3, the children further explore ideas and challenge stereotypes about how boys and girls are expected to develop, including how they grow, thrive, interact and share, with a focus on healthy mixed friendships 	<p>identify some factors around a specific set of examples that affect how people think and feel, e.g. social exclusion, racism; children explore these experiences from others' perspectives</p> <ul style="list-style-type: none"> • Children are taught about the principles of consent: they are taught simple ideas about agreement, commitment and how to say no to things they are not comfortable with, using an example of the bully wanting to persuade them to give money • They learn that marriage / civil partnership is a legal commitment as well as an emotional commitment (see RS curriculum) and that it must be freely entered into by two people. • The children understand that there are different relationship partnerships and families (including same sex relationships) and that love and stability are important in all relationships and families. 	<p>understanding of online copyright</p>
	<p>Body and Mind: <i>How can I keep myself safe when I am away from my family?</i></p> <p>Life Cycle: <i>What does it mean to be more 'grown up' and independent? How do other people see me and what judgements are they making about me? How can I cope with those judgements and model more inclusive attitudes to others?</i></p>	<p>My Relationships and Friendships with Others: <i>How do families differ across the country? How might culture and faith change the ways families appear to others? Why is it wrong to call someone names based on their gender?</i></p> <p>My Relationship with Me: <i>How do things appear to other people? Do they see them in the same way as me? How can I show empathy with someone I have never met? How can I express my views and feelings in a way that others will understand?</i></p>	<p>My Communities: <i>How do I know when something online can be trusted? Once something goes online, who does it belong to? How does this change online behaviours?</i></p>
Year 5	<ul style="list-style-type: none"> • Discuss with simple understanding some of the bodily and emotional changes at puberty, and 	<ul style="list-style-type: none"> • Identify how different individuals are part of families and wider family interactions types of 	<ul style="list-style-type: none"> • Demonstrate respect and tolerance towards others, and resolve differences by looking at alternatives,

	<p>demonstrate some ways of dealing with these in a positive way, building on Year 4: e.g. growth, capability, taking responsibility for yourself and how it feels to be growing up, changing your interests, games, toys, trying new things</p> <ul style="list-style-type: none"> • Building on Year 3, children develop further their ideas and understanding about the specifics of a healthy lifestyle and a healthy mind, by focusing on a key aspect; e.g. safe communication and use of a mobile phone • Children continue to make informed judgements and decisions and list some ways of resisting negative peer pressure around issues affecting their health and wellbeing; e.g. focusing on times when it is harder to resist; e.g. when walking home from school • Children learn more about keeping safe from external risks and dangers, beyond the family and school context; e.g. revisiting 'stranger danger', risks at the play-park, older siblings and older students, for example people who try to make you have extreme ideas and viewpoints • Children are able to distinguish positively between the images they see in magazines, on television, online and in the wider media and the real images they project themselves 	<p>relationships and continue to reinforce ways to identify and maintain 'good' (positive, healthy and respectful) relationships</p> <ul style="list-style-type: none"> • Building on Y4, the children further explore ideas and stereotypes about how boys and girls are expected to behave in groups and families, focusing on mixed friendships and inclusive play with peers in the playground, as well as with older siblings and their peers • Confidently understand, in an age-appropriate context, the varied nature and possible isolating consequences of bullying, and express ways of responding to it and ways of helping others to respond to it, as well as actively helping others to make a change in their behaviours. • Demonstrate further what it means to have respect and tolerance towards others, building on their recognition of stereotyping and are able to think of ways to resolve differences by looking at alternative perspectives, making decisions and explaining choices • Explore together why loving, stable families (including same sex families) are important for raising babies and what children and adults gain from the support of a wider family or community 	<p>making decisions and explaining choices;</p> <ul style="list-style-type: none"> • Children know how to keep themselves safe in their online behaviours; e.g. Hunsley Primary SafeAPPS Key Stage 2; they can name safe search engines, express understanding of the risks to open searches and understand how a search history captures a story of their online activity
	<p>Body and Mind: <i>Is my body normal? What is a 'normal' body? How will my body change as I get older? What kinds of feelings come with puberty?</i></p>	<p>My Relationships and Friendships with Others: <i>What are the important relationships in my life now? What is love? How do we show love to one another?</i></p>	<p>My Communities: <i>If I 'meet' and make friends with someone online, what kind of friendship is this?</i></p>

	<p><i>How can I cope with these different feelings and mood swings?</i></p> <p><i>How can I say 'no' to someone if I worry about hurting their feelings?</i></p> <p><i>Can I believe everything I see on the TV about perfect bodies/relationship/girls and boys....to be true?</i></p> <p>Life Cycle:</p> <p><i>How do I change emotionally as I grow and enter puberty?</i></p> <p><i>What are periods? How do girls manage them and how can people be respectful of this?</i></p>	<p><i>What are the different kinds of families and partnerships?</i></p> <p><i>What should I do if someone is being bullied or abused?</i></p> <p><i>Are boys and girls expected to behave differently in relationships? What are the stereotypes?</i></p>	
<p>Year 6</p>	<ul style="list-style-type: none"> • Learn about and discuss some of the bodily and emotional changes at puberty. Children are helped to understand how the changes they are experiencing or about to experience might affect them, and learn ways of dealing with these in a positive way • Children are taught to make, explain and evaluate their own choices, with more confidence and independence, about how to develop healthy lifestyles, using social media as a link topic • Children are given further opportunities to identify and explain factors that affect emotional health and wellbeing, and strategies for dealing with them especially at times of transition and personal challenge (pupils will look at loss of loved ones and bereavement), e.g. strategies which can be used independently and who to ask for support as they grow and move on if needed • They will learn about human reproduction (including revisiting menstruation) and how human babies develop and learn how, from 	<ul style="list-style-type: none"> • Children are given a range of opportunities and contexts to demonstrate confidently that they recognise their own worth and personal value in relationships, support others in recognising theirs, and identify and demonstrate ways to face new challenges, e.g. starting secondary school, puberty, taking on new friendships, contributing to the local community • Children continue to learn about different types of relationships for themselves and others, and show ways to maintain 'good' (Positive, healthy, respectful) relationships and to support others with their relationships and friendships, especially revising what consent is and how to maintain independence of choice in friendships • Children revisit and make predictions about the nature and consequences of bullying they might encounter as they grow up and move on to new learning contexts (e.g. gangs), and express ways of responding to it and ways of helping others to respond to it, as well as helping others to make a change in their behaviours. 	<ul style="list-style-type: none"> • Children review what democracy is, institutions that support it globally as well as where it is more challenged. They explore the harmful impact that extreme individual views can have in society and understand likewise how these can develop into harmful shared views and they revise ways to promote mutual respect in a democratic society

	<p>conception, babies develop in the womb and their needs when they are born</p> <ul style="list-style-type: none"> • Children will learn simple information about sexual feelings which develop during puberty and how they can manage those in a healthy way • Children will learn simple facts about physically safe and healthy relationships in teenage years (Pupils' questions, if asked, about contraception, will be answered factually at a level appropriate for the age and understanding of the child) 	<ul style="list-style-type: none"> • The children revise what they already have learnt about online lives, relationships which are real and those which are virtual (using chat rooms, online gaming and social media examples to illustrate) and they understand the dangers associated with both transparency and also secrecy in online communications and how to manage both of these aspects to be safe • Children will revisit what 'fair' means and how this is linked to needs and not desires or wants – so that they can have a strong sense of what 'fairness' is and how it can be maintained 	
	<p>Body and Mind: <i>What is puberty?</i> <i>Does everyone go through it?</i> <i>At what age?</i> <i>What body changes do boys and girls go through at puberty?</i> <i>What are sexual feelings? What is OK?</i> <i>What can happen with my feelings as I enter puberty?</i> <i>How can I look after my body when I am going through puberty?</i> <i>How can girls manage periods (menstruation)?</i> <i>How can people catch diseases and can they be prevented?</i></p> <p>Life Cycles: <i>What is sex?</i> <i>Why does having a baby need a male and a female?</i> <i>What are eggs and sperm?</i> <i>How do sperm reach the egg to make a baby?</i> <i>Does conception always occur or can it be prevented?</i> <i>What other ways can families have babies?</i> <i>How does the baby develop?</i> <i>How is the baby born?</i> <i>What does a new baby need to keep it happy and healthy?</i></p>	<p>My Relationships and Friendships with Others: <i>Why might calling someone 'gay' count as bullying?</i></p> <p><i>Can some relationships be harmful?</i></p> <p>My Relationship with Me: <i>Who can I talk to if I want help or advice about growing up?</i> <i>How can I find reliable information (including staying safe on the internet)?</i> <i>How can I learn to cope with the challenges of puberty over time?</i> <i>What kinds of positive talk can I use to help me deal with powerful emotions?</i> <i>What does responsible decision-making look like when you are feeling emotional?</i></p>	<p>My Communities: <i>How can my community support me when I am going through change or experiencing loss?</i></p> <p><i>What if my family or friends don't see things the way I do?</i></p>

Key Aspects of the Science Curriculum

The following areas of are covered as part of the science curriculum:

- Year 1 – Explore the human lifecycle
- Year 3 - Describe the life process of reproduction in some plants and animals
- Year 3 - Know the right types of nutrition for healthy growth
- Year 5 - Explore the changes in humans as they grow and develop

DfE Introduction to Requirements¹

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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation¹.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education². They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

This guidance also sets out both the rights of parents and carers³ to withdraw pupils from sex education (but not Relationships or Health Education) and the process that headteachers should follow in considering a request from a parent. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Schools are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

Many schools are choosing to deliver relationships or sex education as part of a timetabled PSHE programme, with good outcomes. Where that provision meets the requirements of this high level framework of core content they are free to continue with this model. Other schools may choose

¹ <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/introduction-to-requirements>

different curricular models for delivery. The lead teacher will need to work closely with colleagues in related curriculum areas to ensure Relationships Education, RSE and Health Education programmes complement, and do not duplicate, content covered in national curriculum⁴ subjects such as citizenship, science, computing and PE. It is important to check prior knowledge and build this into the planning process to ensure a smooth transition between primary and secondary. Further information on links to national curriculum subjects can be found in delivery and teaching strategies.

Schools should be aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, schools should take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions.

More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (in other words, to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure pupils know how to keep themselves and their personal information safe.