



Policy Title: R.S.E

Policy Folder: Subjects

Last Review: April 2021

Next Review: April 2023

Led By: Subject Coordinator

Responsible Committee: SD Committee

Introduction

This policy sets out our school's approach to statutory Relationships, Health Education and non-statutory Sex Education. It was produced by the PSHE coordinator working with the Senior Leadership Team and should be read in conjunction with the PSHE policy.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils would benefit from this:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement..."

At Lantern Lane, we share the Department for Education's views that:

- *It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively.*
- *Any sex education programme should be tailored to the age and the physical and emotional maturity of the pupils.*
- *Both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.*

What is Relationships Education?

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Please see the curriculum section below that will give further details about the programme of study.

What is Sex Education?

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

Policy Availability

This policy will be available to view online at <https://www.lanternlane.notts.sch.uk/>. A copy will also be available to be printed in our school office and available for staff to view on the SharePoint.

Rationale and Ethos

Our school is a place where everyone is welcomed and treated equally, encouraged and respected. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring environment. We want our pupils to have the knowledge to make sense of the world in which they live in and relate to others in it. We understand that the world we live in is constantly changing and want our pupils to thrive in the future regardless of change and challenges because they are equipped with the right skills and knowledge. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values based on the importance of stable and loving relationships, respect, love and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices in order to develop healthy bodies and minds.

Our CARE values (confidence, achievement, respect, enthusiasm) underpin everything that we do as a school and will be integral to the teaching of RSE at Lantern Lane.

Spiritual, Moral, Cultural and Social Development at Lantern Lane:

Opportunities to nurture the spiritual, moral, cultural and social development of pupils through the PSHE curriculum will be identified on RSE planning. Pupils will:

Spiritual - explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral - recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social - investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural - appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.

The Relationships Education and RSE policy takes in account the legal requirements set out in the following legislation

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education - Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017) [Relationships Education is compulsory for all pupils receiving primary education]

Roles and Responsibilities

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-coordinator with the support of the PSHE lead governor and Senior Leadership Team.

Governors:

- To be well informed about the teaching of and learning in RSE (as a part of PSHE) at Lantern Lane.
- To be well informed about the subject action plan including the progress of targets set
- To meet termly with PSHE Co-ordinator
- To participate in work scrutinises and other monitoring activities as appropriate (see Monitoring and Assessment Policy).

Headteacher:

- To review documentation, action plans, targets and school attainment (as per the Monitoring and Assessment Policy).
- To participate in work scrutinises and other monitoring activities as appropriate.
- To relay relevant information to the governing body.

Subject Coordinator:

- To evaluate current provision in PSHE to inform action planning (to improve outcomes for all).
- To lead the subject action plan in line with the subject evaluation.
- To carry out any tasks identified in the action plan - planning audits, display audits, work analysis, resource audits etc.
- To keep the head teacher, governors and SMT informed of progress being made with the action plan and to maintain a close working relationship with the subject link governor.
- To be aware of staff development issues and opportunities for professional development.
- To provide support to teachers for planning, teaching, assessment and the use of resources.
- To review and update documentation and to use this to inform governors and to work with the head teacher to monitor and evaluate progress.
- To identify needs for INSET training and requests for resources in line with budget allowances.
- To keep up to date with subject developments and report relevant information back to staff.
- To resource and manage equipment: All resources are held in the spare classroom.

- The school business manager will provide funding for the purchase of curriculum resources at the beginning of the financial year, as agreed by the head teacher and governors. The subject co-ordinator will be the delegated subject budget holder and will be responsible for ensuring that goods are purchased from reputable suppliers, ensuring best value, in accordance with the school's finance policy.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive way and engaging way.
- Modelling positive attitudes
- Monitoring progress
- Responding to the needs of individual pupils

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

Curriculum

Effective Relationships, Sex and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

Our Relationships Education and Health Education programme is an integral part of our whole school PSHE education provision.

At Lantern Lane, we use a curriculum model which has been designed by the PSHE Association. It consists of three main themes:

- Relationships [including families & close positive relationships; friendships; managing hurtful behaviour and bullying; safe relationships; respecting self and others]
- Health and well-being [including healthy physical lifestyles; mental health; growing & changing; keeping safe out and about and online; drugs, alcohol and tobacco]
- Living in the wider world [shared responsibilities; communities; media literacy & digital resilience; economic well-being - money, aspirations, work and career].

It is a question-based model and each half-term, children will be presented with a question to introduce the new topic within one of the three themes. The different objectives have been matched to the appropriate year group. We have chosen this curriculum model as we feel it fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors.

Links to other curriculum areas:

Learning about relationships, health and sex education will complement learning in:

- Science
- RE
- ICT

Statutory Relationships Education

As part of our Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below to be achieved by the end of primary. The curriculum map for PSHE will outline where the objectives will be taught.

Families and people who care for me	Pupils should know <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Statutory Health Education

Health Education is focused on providing pupils with the knowledge and skills to empower them to take care of their physical and mental health and well-being.

A summary of the key objectives of the statutory Health Education curriculum is set out below to be achieved by the end of primary. The curriculum map for PSHE will outline where the objectives will be taught.

Mental well-being	<p>Pupils should know</p> <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health.• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• that for most people the internet is an integral part of life and has many benefits.• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

	<ul style="list-style-type: none"> • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and

emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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Statutory aspects of Sex Education within the National Curriculum Science

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

National Curriculum Science:

<u>Key Stage 1:</u> <ul style="list-style-type: none">• 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	<u>Key Stage 2:</u> <ul style="list-style-type: none">• 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
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Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes in key stage 2 (objectives highlighted in green below).

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs (objectives highlighted in orange below).

The children will know about and understand:

- to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
- about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, (year 5)
- how puberty can affect emotions and feelings (year 5)
- how personal hygiene routines change during puberty (Year 5)
- how to ask for advice and support about growing and changing and puberty (Year 5)
- how puberty relates to growing from childhood to adulthood, including erections and wet dreams (Year 6)
- about the reproductive organs and process - how babies are conceived and born and how they need to be cared for (Year 6)
- that there are ways to prevent a baby being made (Year 6)

At Lantern Lane, all children have the right to a quality PSHE education, recognising its importance in securing good outcomes for them throughout their life. This is provided through high quality teaching that is personalised and supports strong outcomes.

Pupils with SEND

Our staff are aware that PSHE is an important subject for all pupils. Accordingly, our teaching staff provide learning opportunities that take account of the additional needs of our SEND children.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. To support this, careful consideration is given to how the content or delivery may need to be adapted to ensure accessibility and support is also varied depending on the pupils' additional needs.

For example, at Lantern Lane, we are a Dyslexia Friendly School. It is our intention that pupils will be able to achieve their potential in PSHE, regardless of any difficulties with spelling, reading, writing or any other traits commonly associated with dyslexia. To achieve this, teaching and activities will be varied. When appropriate, alternative methods of recording will be used and, where reading and writing is planned, children with dyslexia will be given the appropriate support. Work will be marked to the PSHE objective, rather than the written outcome. Where the objective is writing, work is marked to the child's personal target.

Classroom management and organisation:

Children may work in groups, in pairs or individually - whatever is the most effective organisation for that particular lesson. Our whole school intent for our PSHE curriculum is to ensure that pupils have the knowledge to make sense of the world in which they live in and relate to others in it.

The sharing of the lesson's learning objective will be a key explicit part of the teaching and, wherever possible, links will be made between this and other learning.

Children will be given the opportunity to share their thoughts, ask questions and discuss their work with the teacher and their peers. Developing appropriate vocabulary and applying ideas will also be a feature of this work.

Teaching strategies:

A range of teaching strategies are used: direct teaching, questioning, demonstration, modelling, investigation and practical work.

PSHE will be taught through:

- Dedicated PSHE curriculum time (planned learning will be recorded on weekly or daily plans).
- Assemblies, class assemblies, class discussions and circle time.
- Responses to appropriate issues when these arise as part of daily life in school.
- Extra-curricular activities e.g. _____

Homework:

Appropriate homework will be given if/when necessary.

Marking and Presentation:

Work is marked and assessed in line with the school's Feedback Policy. Expectations of presentation are high and in line with expectations in other subjects across the curriculum.

Resources

At Lantern Lane, we use the PSHE Association scheme of work. This has links to a comprehensive programme of planning and resources, which is periodically updated to ensure it remains relevant and engaging to children and meets all statutory requirements of PSHE. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate.

The resources have been selected to support the teaching of Sex Education, these materials are available for parents/carers to view on request to the PSHE Coordinator or class teacher.

Safe and effective practice

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time or the child may be directed towards their parents or carers.

Safeguarding Children, Confidentiality and Child Protection

All staff members at Lantern Lane Primary have a duty to safeguard the well-being of children. At Lantern Lane, we recognise that the open discussion associated with RSE may lead to children making disclosures about things that they are worried about or about abuse. There may also be occasions when a teacher may hear things or observe activity/behaviour that may raise concerns of a child protection issue.

In these situations, the teacher will consult one of the school's Designated Safeguarding Officers. They will then work in line with the relevant school policies in terms of any further action that may be taken.

We use group agreements within PSHE/RSE sessions in order to ensure that children are aware that teachers cannot offer complete confidentiality in all instances. Where a staff member has to disclose information to another party, this will be done following discussion with the pupil. Sensitive information is only disclosed internally or externally with careful attention to the rights and needs of individuals.

Annually, the NSPCC will conduct an assembly to clarify abuse, including sexual abuse. A representative will work with each year group to discuss case studies and give signposts for support/help/advice. Also, points regarding safe and unsafe touching in all faiths will be addressed. Regular internet safety assemblies are given to highlight how to stay safe online and older pupils will be made aware of grooming and the signs to look out for.

For more detailed information on the processes for child protection, please consult the school's Child Protection and Safeguarding policy.

Absences

Because the school's RSE provision puts an emphasis on revisiting themes over a number of sessions, it is unlikely that a child will fall behind significantly if they miss one lesson. In the event of a child being absent for a longer time period, we will provide opportunities for the child to 'catch-up' with any missed RSE sessions.

Equal Opportunities

In line with the Equality Policy 2010, Lantern Lane Primary encourages respect for all regardless of gender, ethnicity, ability, faith, culture, sexuality, sexual orientation, disability, home background or other personal circumstance.

We recognise that children at the school come from a range of family backgrounds, these include: children whose parents are not married; children whose parents have divorced or separated; children in public care; children living with foster or adoptive parents, grandparents, parents of different ethnicities, other family members, disabled parents, same-sex parents and single parents. We will endeavour to ensure that children see these family groupings and relationships represented and affirmed within the RSE curriculum and resources.

***Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic groups. For some young people, it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

***Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality, need to feel that relationships, health and sex education is relevant to them. Staff will create an open and professional ethos where children feel confident in talking about their identity or relationships that they hope for in the future. Throughout the school, there will be consistent challenging of homophobic attitudes, behaviour and language.

Within our provision of RSE, we will ensure that the resources used and the teaching styles employed reflect and support the diversity of our pupils and wider society. All members of the school community will feel safe, valued and respected. (See also the Equality policy for more information).

Working with Parents

Lantern Lane is committed to working with parents and believes that it is important to have the support of parents and the wider community. The school recognises that parents/carers are the prime educators for children on PSHE/RSE matters. As such, the school seeks to work in partnership with parents/carers, in a relationship of mutual understanding, trust and co-operation. In promoting this objective, we:

- Consult parents/carers on the purpose and content of the school's programme of study for RSE, explaining clearly what will be taught and when.

- Inform parents about the school's approach to RSE, making planning and resources available on request.
- Make this RSE Policy available via our school website - a paper copy can be made available on request.
- Answer any questions that parents/carers may have about the education of their child.
- Notify parents when Sex Education will be taught.
- Discuss concerns regarding curriculum content/delivery and acknowledge the parental right of withdrawal from non-statutory sex education
- Take seriously any issue that parents/carers raise with staff or governors about this PSHE Policy or the arrangements for PSHE in the school.

If parents have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher. Legally, parents have the right to withdraw their children from sex education that takes place outside of any statutory content within the science and Health Education curriculum. Any parent wishing to take this course of action should send a letter to the Head Teacher outlining their concerns. The parent will be asked if they would like to meet to discuss this further. We will do our best to address any worries that the parent may have. In the event of a parent still choosing to withdraw their child, we will provide alternative PSHE work on a different topic. Parents will be offered the chance to borrow resources should they wish to deliver RSE at home.

Provision for young women's menstruation needs

We feel it is appropriate to inform pupils about menstruation from Year 5 upwards. This will be done in an age-appropriate fashion and without causing alarm. We recommend that parents also talk to their female children about menstruation: the school nurse is able to supply you with information and support. In the event that this becomes applicable with a younger child, we will work in conjunction with parents to provide whatever support is required.

Sanitary disposal units are available in the staff and female pupils' toilets. All female pupils from Year 5 upwards (and their parents) are informed that sanitary protection and spare underwear can be obtained from the first aider in the event of a pupil starting menstruation when at school. Supplies are kept within school to deal with emergencies, however parents are expected to send pupils to school with adequate sanitary protection for the day. Both male and female pupils are educated about periods through the SRE curriculum to encourage empathy. Children with specific needs or concerns will be allowed to use disabled toilet for increased privacy.

Information for Staff and Pupils on local support services

It is hoped that pupils will feel able to approach parents, staff or the school nurse with any concerns or worries that they may have regarding sex and relationships, their emotions and their identity. School staff will always encourage pupils to discuss issues with their parents also. Through the comprehensive PSHE curriculum, pupils are provided with the knowledge and are able to practice skills to enable them to seek appropriate help and support. All staff within the school are able to signpost children to age-appropriate support agencies, and are kept updated on local services by the PSHE Co-ordinator via staff meetings. A biannual NSPCC assembly is also timetabled to promote their counselling services.

Monitoring and Evaluation

The school has a clearly defined programme of monitoring and evaluation. The PSHE co-ordinator is responsible for ensuring that this programme is maintained and acted upon to ensure that standards are

continually reviewed and improved. Each year, the subject co-ordinator is responsible for looking at the following in line with the Monitoring and Review Cycle:

- Work and planning scrutiny
- Lesson observations
- Learning walks
- Pupil interviews
- Data analysis

It is monitored by:

- Subject Co-coordinator
- Head teacher
- SMT
- Governors

The results of PSHE are reported to:

- Head teacher
- SMT
- Governors
- Other staff

Links to other policies and advice

- Behaviour Policy
- Health and Safety Policy
- Safeguarding/Child Protection Policy
- School Visits
- Confidentiality Policy
- Equality Policy
- Anti-bullying Policy
- Relationship and Sex Education Guidance - DfE

Review of policy

This policy is reviewed at least every 2 years and also in the light of any related issue that may occur such as any new findings arising from educational research, local or national guidance.

This policy will be shared with staff in April 2021 and reviewed in April 2023 by PSHE Coordinator in consultation with the senior leadership team.