



## **SEVEN KINGS SCHOOL**

### **Relationship, Sex and Health Education Policy**

<b>Date agreed by the Governing Body/Executive Headteacher</b>	<b>March 2024</b>
<b>Date of next review</b>	<b>March 2026</b>

**Aim:**

It is the intention of Seven Kings School to teach age appropriate, pupil sensitive, evidence based RSHE that respects the law and all communities that call Redbridge home.

All RSHE lessons at SKS are taught in the moral context of legal, healthy and stable relationships and with a view to developing students' awareness of their rights, responsibilities and choices in the UK. We are promoting principles of healthy lifestyles and encouraging attitudes of mutual respect and tolerance.

At Seven Kings School we have chosen not to adopt the Redbridge syllabus or the Redbridge policy but have taken guidance from both – taking into consideration Redbridge's findings following their consultation with parents and adjusting where necessary. We have devised our overview, (see appendix 3 and appendix 5 and ensuring NC coverage), by factoring in the needs of our children, what we know about them, their needs and requirements. We feel this best serves our children and our community.

At SKS we will use the National Curriculum to deliver the statutory requirements through carefully and sensitively planned lessons. The curriculum provision and content below show the coverage in primary and secondary.

The main aims of our school's RSHE policy are:

1. Seven Kings School is committed to putting safeguarding at the heart of everything we do and this includes teaching RSHE to pupils.
2. To teach RSHE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.
3. To ensure pupils are able to keep themselves safe by teaching factually accurate, age appropriate information so they can make informed decisions.
4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way.

**Context:**

The governing body of Seven Kings School believes that all students should be offered the opportunity to receive a comprehensive, well planned programme of Relationship, Sex and Health Education during their school career: it is an educational entitlement for all students and an integral part of each student's emergence into adulthood.

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf))

**The values promoted are:**

- Respect for oneself and others

- Taking responsibility for one's actions in all situations
- Making informed choices about their lifestyles which promotes well being
- Loyalty and trust in relationships
- The importance and responsibilities of the family unit for all members
- Tolerance towards the different views and needs of others
- Recognition of the moral, physical, emotional implications of certain types of behaviour
- Awareness and respect for the laws relating to sexual matters in the UK

## CURRICULUM PROVISION AND CONTENT

PRIMARY	
<p><b>Relationships Education</b> <b>(Statutory)</b> <b>There is no right to withdraw</b></p>	<ul style="list-style-type: none"> <li>• Families And People Who Care For Me</li> <li>• Caring Relationships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p>(please refer to Appendix 1 for further detail) (Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>Health Education</b> <b>(Statutory)</b> <b>There is no right to withdraw</b></p>	<ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet and Safety Harms</li> <li>• Physical Health and Fitness</li> <li>• Healthy Eating</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Health and Prevention</li> <li>• Basic First Aid</li> <li>• Changing Adolescent Body</li> </ul> <p>(please refer to Appendix 1 for further detail) (Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>National Curriculum Science</b> <b>(Statutory)</b> <b>There is no right to withdraw</b></p>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (<b>the body part names will only be the anatomical body parts and will not include naming the sexual body parts in KS1</b>).</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Key Stage 2:</b> <b>Year 5</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul>

	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p><b>From the DfE guidance:</b></p> <p><b>Puberty</b></p> <p>“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</p> <p>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</p> <p>(please refer to Appendix 1 for further detail)  (Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a>)</p> <p><b>There continues to be no right to withdraw from the Science National Curriculum.</b></p>
<p><b>Sex Education (Non-Statutory)</b></p>	<ul style="list-style-type: none"> <li>How a baby is conceived and born (DfE recommend in Year 6)</li> </ul> <p><b>Note – At Seven Kings Primary we will not be teaching this - this will be covered in KS3.</b></p> <ul style="list-style-type: none"> <li>FGM – <b>this will be taught as and when the need arises in Primary and the topic will be addressed in KS3.</b></li> </ul> <p>(please refer to Appendix 1 for further detail)  (Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p>Puberty will be taught in science and menstruation will be a part of that content. The Government and local advisors strongly recommend primary schools teach sex education beyond that taught within the science curriculum. However, at Seven Kings we have decided after consultation, not to teach sex education and will not teach ‘how a human baby is conceived and born’ in KS2. This will be taught in KS3. Sexual reproduction in mammals will still be taught as part of national curriculum science in Year 5.</p>	
<p><b>SECONDARY</b></p>	
<p><b>Relationships (Statutory)</b></p> <p><b>There is no right to withdraw</b></p>	<ul style="list-style-type: none"> <li>Families</li> <li>Respectful Relationships including Friendships</li> <li>Online and Media</li> <li>Being Safe</li> </ul> <p>The DfE Guidance states:</p>

	<p><i>“72. RSE should provide clear progression from what is taught in primary school in Relationships Education.”</i></p> <p>(please refer to Appendix 1 for further detail)  (Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>Health Education</b>  <b>(Statutory)</b>  <b>There is no right to withdraw</b></p>	<ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet and Safety Harms</li> <li>• Physical Health and Fitness</li> <li>• Healthy Eating</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Health and Prevention</li> <li>• Basic First Aid</li> <li>• Changing Adolescent Body</li> </ul> <p>(please refer to Appendix 1 for further detail)  (Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>National Curriculum Science</b> <b>(Statutory)</b>  <b>There is no right to withdraw</b></p>	<p><b>Key Stage 3:</b>  <b>The skeletal and muscular systems</b></p> <ul style="list-style-type: none"> <li>• the structure and functions of the human skeleton, to include support, protection, movement and making blood cells</li> </ul> <p><b>Nutrition and digestion</b></p> <ul style="list-style-type: none"> <li>• content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed</li> <li>• calculations of energy requirements in a healthy daily diet</li> <li>• the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</li> <li>• the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)</li> <li>• the importance of bacteria in the human digestive system</li> <li>• plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots</li> </ul> <p><b>Gas exchange systems</b></p> <ul style="list-style-type: none"> <li>• the impact of exercise, asthma and smoking on the human gas exchange system</li> </ul> <p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes,</li> </ul>

	<p>fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</p> <ul style="list-style-type: none"> <li>• reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• the effects of recreational drugs (including substance misuse) on behaviour, health and life processes</li> </ul> <p><b>Key Stage 4</b></p> <p><b>Health, disease and the development of medicines</b></p> <ul style="list-style-type: none"> <li>• the relationship between health and disease</li> <li>• communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</li> <li>• non-communicable diseases</li> <li>• bacteria, viruses and fungi as pathogens in animals and plants</li> <li>• body defences against pathogens and the role of the immune system against disease</li> <li>• reducing and preventing the spread of infectious diseases in animals and plants</li> <li>• the process of discovery and development of new medicines</li> <li>• the impact of lifestyle factors on the incidence of non-communicable diseases</li> </ul> <p><b>Coordination and control</b></p> <ul style="list-style-type: none"> <li>• hormones in human reproduction</li> </ul> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a>)</p>
<p><b>Sex Education</b>  <b>Non-statutory – right to withdraw</b></p>	<ul style="list-style-type: none"> <li>• Intimate and Sexual Relationships, including Sexual Health</li> <li>• Advantages of delaying sexual activity and the importance of consent.</li> <li>• Positive sexual relationships</li> <li>• Contraception &amp; pregnancy choices, hormonal and non-hormonal methods of contraception</li> <li>• Domestic violence</li> </ul> <p>The DfE Guidance states:</p> <p><i>“72. RSE should provide clear progression from what is taught in primary school in Relationships Education.”</i></p> <p>(please refer to Appendix 1 for further detail)  (Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>

## **THE RIGHT TO WITHDRAW**

There is no parental right to withdraw from Relationships Education, Health Education or the National Curriculum Science as these are a statutory part of the curriculum

We will work in active partnership with parents/carers, value their views and keep them informed about our RSHE provision. If a parent/carer has any concerns about the RSHE provision we will take time to address their concerns and allay any fears they may have. If any parents/carers decide to withdraw their child we shall work with them and their child to explore possible alternative provision. As with all other areas of school life we will strongly encourage full participation in this area of the curriculum.

Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, for example, how a baby is conceived and born. Two weeks before these lessons are taught, Parents/ Carers will be informed by letter and text informing them when the lessons will be delivered. This will give parents time to discuss their concerns with teachers or withdraw their child, if they wish to, from specific lessons.

### **Withdrawal Process:**

Parents wishing to withdraw their child from the non-statutory elements of Sex Education: two weeks prior to RSHE lessons being taught, parents will be informed that they have the right to withdraw them from these RSHE lessons. A letter will be sent out to parents informing them of the dates of when the non-statutory sex education content will be taught. Parents can then make an informed choice and if they want to withdraw their child from those lessons then they can notify the school. A letter signed by the parent/ carer should be addressed to the Headteacher. Children withdrawn will be taught alternative work delivered by a member of staff in another area of the school.

### **Young Person's right to opt in for Sex Education in Secondary School taught as part of the statutory RSHE**

Young people have the choice to 'Opt In' for Sex Education from 3 terms before they turn 16 and the school will make this clear to students. This sex education will then be provided to the young person during one of those terms.

## **SAFEGUARDING**

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

## **ALLEGATIONS OF SEXUAL ABUSE WITHIN EDUCATIONAL ESTABLISHMENTS**

In reviewing our policy and RSHE curriculum we have looked at recommendations made by OFSTED review of sexual abuse in schools and colleges. A summary of the main points raised can be seen in Appendix 7. The review refers to the RSHE curriculum. At Seven Kings we aim to promote principles of healthy lifestyles and encouraging attitudes of mutual respect and tolerance.

**Naming of the Sexual Body Parts and Puberty in Primary**

Pupils will be taught the names of the anatomical body parts in Year 1 and they will be taught about appropriate and inappropriate touch using the NSPCC Pants lesson in Year 2 to safeguard the children. Children will be taught the word 'Private Parts' in Year 2 so that pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell.

**Key Vocab for children in KS1:**

- Male
- Female
- Private parts
- Appropriate
- Inappropriate
- Touch
- PANTS
- Private
- Safe

**Anatomical Body Parts:**

- Hands
- Feet
- Nose
- Eyes
- Mouth
- Head
- Ears
- Leg
- Knee
- Feet
- Elbow
- Chest
- Tummy
- Back
- Arm
- Belly button
- Fingers
- Knees

Sexual body part names will be introduced to children in Year 4 (part of the menstruation lesson to girls only if they Opt-In), otherwise the scientific names will be introduced in Year 5 when the children learn about Puberty. The boys and girls will only learn names relevant to them and they will be taught separately. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.

Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe.



Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it. Pupils will also learn how to seek help and advice from others.

The government and Redbridge also recommend that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs. **At Seven King school we have decided to teach the children about basic hygiene (boys) and menstruation (girls) in Year 4 because some children start menstruation early.** This will ensure the children feel safe and knowledgeable about the changes occurring to their bodies.

**The lesson on Menstruation is Optional.** Parents can withdraw their child from this lesson if they choose to. Parents will be informed prior to the lesson being taught so that they can make an informed decision.

At Seven Kings School we have chosen to place the naming of the sexual body parts in **Key Stage 2** (by the end of Year 4 for girls - optional).

**The following scientific words will be taught to boys and girls Key Stage 2 (Year 5 and Year 6). Relevant terminology will only be taught to girls and boys:**

#### **Girls**

- Female
- Nipples
- Breast/ Chest
- Menstruation/ Periods
- Blood
- Vulva/ Vagina
- Womb
- Ovary
- Egg
- Sanitary towel
- Underwear/ knickers
- Cycle

#### **Boys**

- Male
- Bottom
- Penis
- Facial hair
- Chest
- Sperm
- Penis
- Testicles/testes
- Scrotum
- **Wet Accident/ Dream – Year 6 only**

	<p><b>Both:</b></p> <ul style="list-style-type: none"> <li>● Changes</li> <li>● Puberty</li> <li>● Adolescence</li> <li>● Pubic hair</li> <li>● Bottom</li> <li>● Under arm hair</li> </ul>
<p><b>LGBTQ+</b></p>	<p>Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSHE should meet the needs of all pupils, this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships during their school years and it is expected that at secondary school the lessons will include LGBT content.</p> <p>LGBTQ+ content will not be taught in Primary using books or images. We will use discussion about the experiences of our young people and their families that make up their classroom and their community. If the topic arises this will be discussed on a case by case basis under Relationships - families and different types of families so that children respect everyone.</p> <p>Sexual orientation and gender reassignment will not be taught as individual lessons but will be addressed on an individual case by case basis and based on the needs of the children.</p>
<p><b>The Law - Secondary</b></p>	<p><b>The DfE Guidance states:</b></p> <p>“82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"> <li>• marriage</li> <li>• consent, including the age of consent</li> <li>• violence against women and girls</li> <li>• online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)</li> <li>• pornography</li> </ul>

	<ul style="list-style-type: none"> <li>• abortion</li> <li>• sexuality</li> <li>• gender identity</li> <li>• substance misuse</li> <li>• violence and exploitation by gangs</li> <li>• extremism/radicalisation</li> <li>• criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)</li> <li>• hate crime</li> <li>• female genital mutilation (FGM)”</li> </ul> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education - <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
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**EQUALITY**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow young people to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics) The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

At Seven Kings School we celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help to keep Seven Kings School a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

**SEND**

The delivery of the content will be made accessible to all pupils, including those with SEND.

Special educational needs: We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSHE needs.

The teaching programme for Relationship, Health & Sex Education: We intend that all pupils shall experience a programme of relationship, health and sex education at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

Pupils who use alternative methods of communication: Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of RSHE to ensure that these pupils have equal access.

Pupils with autism: These children will require individual teaching to meet their specific needs. RSHE may be included in a TEACH programme and Picture Exchange Communication Systems (PECS) may be more suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion. This content will be differentiated and personalised alongside **parents, professionals and staff**.

### **FAITH SENSITIVITY**

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Where relevant children will have an opportunity to consider their own faith/belief alignment with the teachings of RSHE topics.

### **RESOURCES**

#### **Methodology Teaching Resources**

Seven Kings is committed to holding information meetings to show parents resources before the commencement of RSHE lessons.

Active learning methods which involve children's participation will be used. This includes use of some worksheets, images, books - see booklist, group activities and small group discussions. The resources we use are diagrams, rather than pictures. In some instances, videos may be used.

RSHE lessons take place in classes, with the pupils' usual class teacher (Primary) or Specialist teachers (Secondary). Should a teacher be absent it will not be undertaken by a short-term supply teacher but taught by another member of Seven Kings School staff or on an alternative day. Puberty sessions in the Primary will be taught in single gender groups, 1 lesson in Year 4 (Optional) and some lessons in Year 5 and Year 6 (see overview). Some sessions dependent on age and needs will also be taught in single gender groups or smaller groups.

Teaching is conducted in a safe learning environment through the use of ground rules and distancing techniques so that pupils are not expected to discuss their own personal issues in class. Teaching resources are selected on the basis of their appropriateness to pupils. The teaching resources we will be using have been made by us, taken from the PHSE Association, British Red Cross/ St John Ambulance or adapted from The Christopher Winter Project.

In the event of external agencies/tools/resources being used at SKS we will ensure the materials comply with our RSHE policy, the Teaching Standards, the Equality Act 2010, the Human Rights Act 1998, the Education Act 1996 and align to the teaching requirements set out in the statutory guidance.

## LESSON RULES

<p><b>Ground rules and distancing techniques</b></p>	<p>Teachers are careful to ensure that their personal beliefs and attitudes do not bias the teaching of relationship and sex education. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in the whole class setting and what will be dealt with on an individual basis.</p> <ul style="list-style-type: none"> <li>▪ Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.</li> <li>▪ No one (teacher or pupil) should be expected to answer a personal question.</li> <li>▪ No one will be forced to take part in a discussion.</li> <li>▪ Only the scientific names for body parts will be used.</li> <li>▪ Meanings of words will be explained in a sensible and factual way.</li> </ul>
<p><b>Answering difficult questions</b></p>	<p>Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to a senior member of staff. If a question is not age appropriate, it may not be answered. The question may be referred back to parents/ carers to be answered and this will be explained to the children at the beginning of the unit. However, it is important that if this does happen, the parent/ carer should discuss the question with the child to help resolve their uncertainty. We can offer support with this.</p>
<p><b>Dealing with questions</b></p>	<ul style="list-style-type: none"> <li>▪ Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.</li> <li>▪ Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which does not encourage giggling and silliness.</li> <li>▪ Pupils should be encouraged to write down questions anonymously and post them in a question box; the teacher will have time to prepare answers to all questions before the next session, and will choose not to respond to any questions which are inappropriate.</li> <li>▪ If a verbal question is too personal the teacher should remind the pupils of the ground rules.</li> <li>▪ If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis.</li> <li>▪ Teachers should not be drawn into providing more information than is appropriate to the age of the child.</li> <li>▪ If a teacher is concerned that a pupil is at risk of sexual abuse the Headteacher should be informed and the usual child protection procedures followed.</li> </ul>

## PASTORAL SUPPORT FOR PUPILS WHO EXPERIENCE DIFFICULTIES

<p><b>The nature of support available to pupils</b></p>	<p>The school takes its role in the promotion of pupil wellbeing seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive support for pupils in a number of ways. Staff may be approached for help on an individual basis. They offer a listening ear and, where appropriate, information and advice. Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national helplines for young people and form working relationships with local agencies that are relevant to pupil needs.</p>
<p><b>Confidentiality and informing parents/carers</b></p>	<p>We are aware that some parents find the growing maturity of their children a sensitive topic and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:</p> <ul style="list-style-type: none"> <li>▪ by making our commitment clear in the school prospectus</li> <li>▪ by placing RSHE on the agenda at the relevant governors' meeting</li> <li>▪ by discussing and agreeing a consistent approach for pupils to be used at home and school</li> <li>▪ by inviting parents to a meeting where resources are available, and their use explained.</li> </ul> <p>School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures about abuse are made.</p>
<p><b>Dealing with bullying</b></p>	<p>Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSHE programme will consider bullying and aim to discourage bullying based on religion, sexism, homophobia, appearance and other sex/relationship issues.</p>

## CONSULTATION AND PARTNERSHIPS

<p><b>Parents</b></p>	<p>Our relationship with parents/carers is very important and we aim to support them with information meetings about our RSHE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RSHE provision.</p>
<p><b>Staff/ Agencies/ Pupils</b></p>	<p><b>A Whole School Approach</b></p> <p>Our whole school approach to RSHE will actively involve the whole school community. All groups who make up the school community have rights and responsibilities regarding RSHE. In particular:</p> <p>The senior leadership team (SLT) will endeavour to support the provision and development of RSHE in line with this policy by providing leadership and adequate resourcing.</p>

	<p>The designated RSHE co-ordinator will maintain an overview of RSHE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, developing the provision to meet student’s needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.</p> <p>Teaching staff: All teachers are involved in the school’s RSHE provision. Some RSHE is taught through the CPSHE programme and some through science and other curriculum areas. Teachers will be consulted about the school’s approach to RSHE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and access to appropriate training.</p> <p>Support staff may be involved in a supportive role in some RSHE lessons and also play an important, informal pastoral support role with pupils. They will have access to information about the RSHE programme and be supported in their pastoral role.</p> <p>Outside agencies and speakers may be involved in inputting to RSHE lessons. The school will only work with agencies and speakers who are appropriate to pupil needs. We shall work in partnership with them and jointly plan their work within the school.</p> <p>Pupils have an entitlement to age and circumstance appropriate RSHE and to pastoral support. They will be actively consulted about their RSHE needs and their views will be central to developing the provision.</p>
<p><b>Governors</b></p>	<p>Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the curriculum.</p> <p>The DfE RSE guidance (2019) provides further clarification as to the role of Governors:</p> <p>“As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:</p> <ul style="list-style-type: none"> <li>● all pupils make progress in achieving the expected educational outcomes;</li> <li>● the subjects are well led, effectively managed and well planned;</li> <li>● the quality of provision is subject to regular and effective self-evaluation;</li> <li>● 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; and</li> <li>● the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.”</li> </ul> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg.16 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf</a>)</p>

**Following on from any consultations, feedback will be considered and any reasonable adjustments will be made before teaching commences. This will be shared with all concerned.**

## **MONITORING, EVALUATION and ASSESSMENT**

### **Monitoring**

The subjects will be monitored and evaluated by the Senior Leadership Team. It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the school.

### **Evaluation & Assessment**

The programme is regularly evaluated by the RSHE co-ordinator. The views of parents/ carers, pupils and teachers who deliver the programme are used to make changes and improvements to the programme on an ongoing basis. Staff will also be trained on an on-going basis each year.

Whilst it is difficult and often inappropriate to assess attitudes and students' personal lifestyle choices, much of the RSHE programme of study is capable of formal assessment, particularly the knowledgeable components.

## **DISSEMINATION OF THE POLICY**

Hard copies of this policy will be kept in the school office and on the website. All staff have access to these. Further copies are available from the RSHE Coordinator.

### **Policy Review and Development Plan**

1. This policy will be reviewed every 3 years.
2. Our medium-term targets are:
  - Run workshops for parents on RSHE.
  - Make any amendments following consultations
  - Provide up to date and relevant training for all teaching staff.
  - Embed the new scheme of work across the school.
  - Consider how best to include the views of pupils.
  - Refine methods of monitoring and assessment.



## APPENDIX 1



### SEVEN KINGS SCHOOL

- **Set ground rules**

Setting ground rules (or class agreements) for RSHE with pupils helps to establish clear boundaries for discussion and fosters an atmosphere of respect. Key RSHE ground rules are: no personal questions, no comments about others in the group or friends in school, no one should be forced to take part in discussions, there should be respect for others' views, no laughing at others, only scientific words for body parts should be used.

- **Confidentiality**

Pupils need to feel that their comments will not be repeated outside the session or discussed around the school. Teachers must explain that confidentiality can be assured, unless they think a child may be at serious risk. Where this is the case, or where a disclosure is made by a pupil, confidentiality cannot be guaranteed. Teachers must follow the school's safeguarding procedures.

- **Depersonalisation**

Sometimes teachers, parents and pupils believe that RSHE is a 'personal' subject, and that 'personal issues' will be discussed. This is untrue, and use of the third person, 'someone' or 'people', when talking about sensitive subjects reinforces a depersonalized approach. For example, using phrases like: 'when someone has a relationship' rather than 'when you have a relationship', takes the emphasis away from pupils. Teachers should never be tempted to illustrate the lesson with anecdotes/experiences from their own lives.

- **Language**

A common language should be established using the correct scientific vocabulary, many of which will need to be explained. Pupils need to understand that pejorative terms are not acceptable.

- **Active learning methods**

Engage pupils in the process of learning and exploring attitudes and values, building confidence as well as delivering key curriculum information. Use quizzes, card sorts, continuums, draw and write, circle time discussions, pair and group work.

- **Distancing techniques**

Enable pupils to discuss sensitive issues objectively by using case studies, problem scenarios, storytelling and role-play. Problem solving can also be empowering for pupils.

- **Anonymous questions box**

This is important for confidentiality and for pupils who are reluctant to ask questions in front of the whole class. It also gives teachers a chance to think about the questions before they are answered.

- **Respond positively to questions**

Whilst retaining the right not to answer inappropriate questions, for example, responding to a pupil "what a great question and you will learn more about that in secondary school / Year 6" etc. Pupils should be encouraged to ask questions and feel it is safe to do so. This does not mean, however, that teachers should feel under pressure to answer all questions, and they should only do so if it is considered to be age appropriate.

- **Challenge prejudice consistently**

Take an inclusive approach, referring to different relationships, families and so on, so that all pupils feel safe and pupils don't feel marginalised.

- **Take a matter of fact, non-sensational approach**

## **Incorporating Faith Perspectives in RSHE**

Teachers can preface all RSHE sessions with the acknowledgement that pupils may have particular beliefs about the content of a lesson, (for example a lesson on contraception), while stressing that the purpose of the lesson is to give information. Pupils can be invited to share and express their opinions; at the same time, they can be given the option not to discuss their views if that is their preference. For some pupils it may be forbidden to discuss sex and the human body, which may be seen as a private matter. **It is worth mentioning here that one of the ground rules for RSHE is that 'you don't have to say anything if you don't want to'.**

- For some young people, looking at images of the human body, particularly of the opposite gender, may be a sensitive issue. Careful consideration may need to be given to the resources used when teaching puberty, conception, contraception, transmission of STIs and so on. Schools are advised to use diagrams rather than photos or videos.
- Modesty may characterise young people's interactions with the opposite sex and social relationships in general
- Pupils may believe that sex should only take place within marriage
- There may be strong views about contraception and abortion
- There may be cultural traditions, celebrations or particular practices within different faiths. This may impact on topics such as puberty, menstruation, hygiene, and relationships

## APPENDIX 2



SEVEN KINGS SCHOOL

### Seven Kings School (Primary) RSHE Mapping Document

#### Relationships, Health, Sex Education and Science

##### Key

In RSHE – scheme of work	Red
Not taught or Assemblies and as they arise they are addressed	Green
PHSE activities in class/ Assemblies	Cyan
E-Safety / Assembly/ Computing/ Anti-bullying Week	Magenta
Physical Education	Yellow
Design and Technology & Science	Blue
Science & Physical Education / PHSE	Grey
Religious Education	Purple

<p><b>DfE Statutory Guidance</b></p> <p><b>Relationships Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education)</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>	<p><b>DfE Non-statutory</b></p> <p><b>Sex Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education)</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>	<p><b>Statutory Guidance</b></p> <p><b>National Curriculum Science</b></p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015)</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a>)</p>	<p><b>DfE Statutory Guidance</b></p> <p><b>Physical Health and Mental Wellbeing Page   1(Health Education)</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education)</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>By the end of primary school</b></p> <p><b>Pupils should know:</b></p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that families are important for children growing up <b>because they can give love, security and stability.</b></li> <li>the characteristics of <b>healthy family life</b>, commitment to each other, including in times of difficulty, protection and care for children and other family members, the</li> </ul>	<ul style="list-style-type: none"> <li>questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. – Assemblies/ Addressed as they arise</li> </ul>	<p><b>Key Stage 1:</b></p> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>notice that animals, including humans, have offspring which grow into adults</li> </ul>	<p><b>By the end of primary school</b></p> <p><b>Pupils should know:</b></p> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>that there is a <b>normal range of emotions</b> (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> </ul>

<p>importance of spending time together and sharing each other's lives.</p> <ul style="list-style-type: none"> <li>• that others' families, either in school or in the wider world, <b>sometimes look different from their family</b>, but that they should <b>respect</b> those differences and know that other children's families are also characterised by love and care</li> <li>• that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children's security as they grow up.</li> <li>• that marriage* represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul> <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. <b>Cross link to R.E – religious marriages)</b></p>	<ul style="list-style-type: none"> <li>• <b>sexual reproduction in humans</b></li> <li>• <b>reproductive cycle in humans</b></li> <li>• <b>conception (KS3)</b></li> <li>• <b>FGM – Staff awareness and addressed when the need arises.</b></li> </ul>	<ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Key Stage 2:</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul> <p><b>From the DfE guidance:</b></p>	<ul style="list-style-type: none"> <li>• how to <b>recognise and talk about their emotions</b>, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are <b>feeling</b> and how they are behaving is <b>appropriate and proportionate</b>.</li> <li>• the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>• <b>where and how to seek support</b> (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).</li> <li>• <b>it is common for people to experience mental ill health</b>. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
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<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in <b>making us feel happy and secure, and how people choose and make friends.</b></li> <li>• the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are <b>positive and welcoming towards others</b>, and do not make others feel lonely or excluded.</li> <li>• that most <b>friendships have ups and downs</b>, 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.</li> <li>• <b>how to recognise who to trust and who not to trust</b>, 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.</li> </ul> <p><b>Respectful relationships</b></p>		<p><b>Puberty</b></p> <p>“The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age* (including puberty) and reproduction in some plants and animals”.</p> <p>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it</p>	<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has <b>many benefits.</b></li> <li>• about the benefits of rationing time spent online, the <b>risks of excessive</b> time spent on electronic devices and the <b>impact of positive and negative content online</b> on their own and others’ mental and physical wellbeing.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, <b>are age restricted.</b></li> <li>• that the internet can also be a <b>negative place</b> where online <b>abuse, trolling, bullying and harassment</b> can take place, which can have a negative impact on mental health.</li> <li>• how to be a <b>discerning consumer of information online</b> including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• <b>where and how to report concerns</b> and get support with issues online.</li> </ul> <p><b>Physical health and fitness</b></p>
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<ul style="list-style-type: none"> <li>• <b>the importance of respecting others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to <b>improve or support respectful relationships.</b></li> <li>• the conventions of <b>courtesy and manners.</b></li> <li>• the importance of <b>self-respect</b> and how this links to their own <b>happiness.</b></li> <li>• that in school and in wider society they can <b>expect to be treated with respect</b> by others, and that in turn they <b>should show due respect to others</b>, including those in positions of authority</li> <li>• about <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a <b>stereotype is</b>, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of <b>permission-seeking</b> and giving in relationships with friends, peers and adults.</li> </ul> <p><b>Online relationships</b></p>		<p>grows from birth to old age, including puberty”</p>	<ul style="list-style-type: none"> <li>• the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>• the importance of <b>building regular exercise into daily and weekly routines</b> and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li>• <b>how and when to seek support</b> including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>• the principles of <b>planning and preparing a range of healthy meals.</b></li> <li>• the characteristics of a <b>poor diet</b> 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).</li> </ul> <p><b>By the end of primary school</b></p> <p><b>Pupils should know:</b></p>
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- that people sometimes **behave differently online**, including by pretending to be someone they are not.
- that the **same principles apply to online relationships as to face-to-face relationships**, including the importance of respect for others online including when we are anonymous.
- the rules and principles for **keeping safe online**, how to recognise risks, harmful content and contact, and how to report them.
- how to **critically consider** their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how **information and data is shared** and used online.

**Being safe**

- 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**

**Drugs, alcohol and tobacco**

- the facts **about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.** – **Year 6 science**

**Health and prevention**

- 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.**
-



<p><b>and inappropriate or unsafe physical, and other, contact.</b></p> <ul style="list-style-type: none"> <li>• how to respond <b>safely and appropriately to adults</b> they may encounter (in all contexts, including online) whom they do not know.</li> <li>• <b>how to recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li>• how to <b>ask for advice</b> or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>			<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• how to make a clear and <b>efficient call to emergency services</b> if necessary.</li> <li>• concepts of basic <b>first-aid</b>, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about <b>puberty and the changing adolescent body</b>, particularly from age 9 through to age 11, including <b>physical and emotional changes</b>.</li> <li>• about <b>menstrual wellbeing</b> including the key facts about the <b>menstrual cycle</b>.</li> </ul>
<p><b>From the DfE guidance:</b></p> <p><b>Lesbian, Gay, Bisexual and Transgender (LGBT)</b></p> <p>"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual</p>			

orientation and gender reassignment are amongst the protected characteristics”.

**Note:**

LGBTQ+ content will not be taught in Primary using books or images. We will use discussion about the experiences of our young people and their families that make up their classroom and their community. If the topic arises this will be discussed on a case by case basis under Relationships - families and different types of families so that children respect everyone.

Sexual orientation and gender reassignment will not be taught as individual lessons but will be addressed on an individual case by case basis and based on the needs of the children.

## APPENDIX 3 SEVEN KINGS SCHOOL

### Relationships, Sex & Health Education (RSHE) Primary Curriculum Overview Seven Kings School

	Key Stage one		Key Stage Two			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
T O P i c a n d I s s o n s	Growing and Changing - Life cycle	Keeping Clean (Hygiene)	Differences: Male and Female – Gender Stereotypes	Self Esteem	Talking About Puberty (science Health)  <b>(boys and girls taught separately – they will only learn about their changes).</b>  Science –life cycle taught in the science unit	<b>Body changes during puberty</b>  <b>Reviewed - Male changes (Wet dream – called Wet Accident in Year 6 only) (Boys only)</b>
	Naming the basic anatomical body parts (Science)	Differences: Boys and Girls Stereotypes	Personal Space	Growing and Changing (Simple body changes around hygiene) <b>(Boys only)</b>	Our body: Male and Female Physical Body Changes <b>(boys and girls taught separately – they will only learn about their changes).</b>	Body changes during puberty  Female Changes Reviewed – Menstruation <b>(Girls only)</b>
	Families and Care Staying Safe	Differences: Male and Female (Science – life cycles)	Safety and Peer Pressure	Growing and Changing  Menstruation <b>(Girls only) Optional</b>	Puberty and Hygiene  Feelings <b>(boys and girls taught separately)</b>	Building good relationships/friendships Different types of families
	Senses (Science) <b>Re-cap hygiene</b>	PANTS – NSPCC Appropriate and Inappropriate Touch	<b>Help and Support</b> Family differences/ different types of families	Respect/ Equal Rights	Girls Changes  Lifecycle – Menstruation <b>(Girls only)</b>	Relationships, Technology and Safety
				Feeling, Thinking and Doing – Changing Relationships - <b>Caring friendships</b>	Boys Changes Lifecycle <b>(Boys only)</b>	Child Exploitation (2 lessons) E-Safety

**Basic First Aid - to be taught in each phase through assemblies and online sessions through the British Red Cross/ and St John Ambulance: Year 2, 4 and Year 5**

<https://firstaidchampions.redcross.org.uk/primary/>

## APPENDIX 4



SEVEN KINGS SCHOOL

### Seven Kings School (Secondary) RSHE Mapping

#### Relationships, Health, Sex Education and Science

##### Key

In RSHE – scheme of work	Red
Not taught or taught in Assemblies and as they arise they are addressed	Green
PHSE activities in class/ Assemblies	Cyan
E-Safety / Assembly/ Computing/ Anti-bullying Week	Magenta
Physical Education	Yellow
Design and Technology & Science	Blue
Science & Physical Education	Grey
Religious Education	Purple

<p><b>DfE Statutory Guidance</b></p> <p><b>Relationships Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education)</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p>	<p><b>Statutory Guidance</b></p> <p><b>National Curriculum Science</b></p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015)</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a></p>	<p><b>DfE Statutory Guidance</b></p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education)</p> <p><a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a></p>
<p><b>From the DfE Guidance;</b></p> <p>“72. RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships.”</p> <p><b>By the end of secondary school pupils should know:</b></p> <p><b>Families</b></p> <ul style="list-style-type: none"> <li>• that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are</li> </ul>	<p><b>Key Stage 3:</b></p> <p><b>The skeletal and muscular systems</b></p> <ul style="list-style-type: none"> <li>• the structure and functions of the human skeleton, to include support, protection, movement and making blood cells</li> </ul> <p><b>Nutrition and digestion</b></p> <ul style="list-style-type: none"> <li>• content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed</li> <li>• calculations of energy requirements in a healthy daily diet</li> <li>• the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</li> <li>• the tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)</li> </ul>	<p><b>By the end of secondary school pupils should know:</b></p> <p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> <li>• how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health.</li> <li>• the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-</li> </ul>

<p>cohabiting or who have married, for example, in an unregistered religious ceremony.</p> <ul style="list-style-type: none"> <li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>• the characteristics and legal status of other types of long-term relationships.</li> <li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</li> </ul> <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p><b>Respectful relationships, including friendships</b></p> <ul style="list-style-type: none"> <li>• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of bacteria in the human digestive system</li> <li>• plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots</li> </ul> <p><b>Gas exchange systems</b></p> <ul style="list-style-type: none"> <li>• the impact of exercise, asthma and smoking on the human gas exchange system</li> </ul> <p><b>Reproduction</b></p> <ul style="list-style-type: none"> <li>• reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li>• reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms</li> </ul> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• the effects of recreational drugs (including substance misuse) on behaviour, health and life processes</li> </ul>	<p>based activities on mental wellbeing and happiness.</p> <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</li> <li>• how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</li> </ul> <p><b>Physical health and fitness</b></p>
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<p>and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>• 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 people in positions of authority and due tolerance of other people's beliefs.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>• what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>• the legal rights and responsibilities regarding equality (particularly with reference to the</li> </ul>	<p><b>Key Stage 4</b></p> <p><b>Health, disease and the development of medicines</b></p> <ul style="list-style-type: none"> <li>• the relationship between health and disease</li> <li>• communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)</li> <li>• non-communicable diseases</li> <li>• bacteria, viruses and fungi as pathogens in animals and plants</li> <li>• body defences against pathogens and the role of the immune system against disease</li> <li>• reducing and preventing the spread of infectious diseases in animals and plants</li> <li>• the process of discovery and development of new medicines</li> <li>• the impact of lifestyle factors on the incidence of non-communicable diseases</li> </ul> <p><b>Coordination and control</b></p> <ul style="list-style-type: none"> <li>• hormones in human reproduction, hormonal and non-hormonal methods of contraception</li> </ul>	<ul style="list-style-type: none"> <li>• the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</li> <li>• the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.</li> <li>• about the science relating to blood, organ and stem cell donation.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</li> </ul>
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protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

### **Online and media**

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
- about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- what to do and where to get support to report material or manage issues online.
- the impact of viewing harmful content.
- that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

- the law relating to the supply and possession of illegal substances.
- the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- the physical and psychological consequences of addiction, including alcohol dependency.
- awareness of the dangers of drugs which are prescribed but still present serious health risks.
- the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

### **Health and prevention**

- about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- (late secondary) the benefits of regular self-examination and screening.



<ul style="list-style-type: none"> <li>• how information and data is generated, collected, shared and used online.</li> </ul> <p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>• how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</li> </ul> <p><b>Intimate and sexual relationships, including sexual health</b></p> <ul style="list-style-type: none"> <li>• to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</li> <li>• that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</li> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> </ul>		<ul style="list-style-type: none"> <li>• the facts and science relating to immunisation and vaccination.</li> <li>• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</li> </ul> <p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• basic treatment for common injuries.</li> <li>• life-saving skills, including how to administer CPR.<sup>15</sup></li> <li>• the purpose of defibrillators and when one might be needed.</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty, the changing adolescent body and menstrual wellbeing.</li> <li>• the main changes which take place in males and females, and the implications for emotional and physical health.</li> </ul>
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<ul style="list-style-type: none"> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</li> <li>• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>		
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**From the DfE guidance:**

**Lesbian, Gay, Bisexual and Transgender (LGBT)**

“75. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.”

**FGM**

“79. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are

**From the DfE Guidance**

**Puberty and Menstruation**

“88. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.”

“89. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. Schools will need to consider the needs of their cohort of pupils in designing this content.”

responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.”

**The Law**

“82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people

<p>take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"><li>• marriage</li><li>• consent, including the age of consent</li><li>• violence against women and girls</li><li>• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li><li>• pornography</li><li>• abortion</li><li>• sexuality</li><li>• gender identity</li><li>• substance misuse</li><li>• violence and exploitation by gangs</li><li>• extremism/radicalisation</li><li>• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li><li>• hate crime</li><li>• female genital mutilation (FGM)"</li></ul>		
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## APPENDIX 5

## SEVEN KINGS SCHOOL

### **KS3 & KS4 RSHE Overview**

- Year 7 - Puberty (personal hygiene and physiological changes including menstruation), Relationship dynamics in the community (including LGBTQ+), Mental health well-being.
- Year 8 - Puberty in further scope (including wet dreams) and emotional changes; Sexualisation in the media, FGM, Self-esteem, Healthy Lifestyles (focus on physical and mental well-being), Understanding emotions.
- Year 9 - Conception, contraception, STIs, Relationships and feelings, Pornography and Language, Body confidence and identity, Substance misuse and addiction
- Year 10 - Healthy/Unhealthy relationships (including domestic abuse, grooming and sexual exploitation) Pornography, Intimacy, Readiness & Consent, STIs, Self-esteem and Identity
- Year 11 - Self-esteem, Relationships with others, Gender Pressures & Inequality



APPENDIX 6

SEVEN KINGS SCHOOL

Title	Author	Theme/ Year gp/ Lesson
<b>EYFS/ KS1</b>		
Tiddler Julia Donaldson		Feeling Safe, Self-Empowerment and Protective Behaviours Suggested Books for Children in Early Years and Key Stage 1
Little Beaver and the Echo Amy McDonald		
Owl Babies Martin Waddell		
Alfie Gets in First Shirley Hughes		
Stick Man Julia Donaldson		
Lost and Found Oliver Jeffries		
Going on a Bear Hunt Michael Rosen		
<b>RSHE Scheme of work</b>		
<b>Suggested reading about stereotypes and discuss:</b>		Year 2 Lesson 2
<b>Amazing Grace, Mary Hoffman and Caroline Binch</b>		
<b>'Pants' and 'More Pants' by Giles Andreae and Nick Sharratt</b>		Year 2 Lesson 4
<b>Aliens Love Underpants By Claire Freedman</b>		
<b>Prince Cinders by Babette Cole</b>		Year 3
<b>Princess Smartypants, Babette Cole</b>		Lesson 1
<b>No Books</b>		Year 5 and Year 6
<b>No Books</b>		Secondary
<b>Possible Alternatives</b>		
My body belongs to me by Gill Starishevsky		
My body belongs to me from my head to my toe by pro familia		



## **APPENDIX 7**

Ofsted review of sexual abuse in schools and colleges

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges#contents>

Ofsted review of sexual abuse in schools and colleges – key findings

The review commissioned by the government asked Ofsted to look at three broad areas:-

- Safeguarding & the curriculum
- Multi-agency safeguarding arrangements
- Victims voice and reporting

Alongside these, the following were also considered:-

- The range, nature, location and severity of allegations and incidents, and the context
- The extent to which schools, colleges and other agencies knowledge of specific incidents and general problems
- The school or colleges safeguarding responses to known incidents and wider social and cultural problems
- The school or colleges safeguarding knowledge, culture and effectiveness
- The adequacy of the RSE curriculum and teaching
- The extent to which inspections explored relevant cases and issues

**The report makes clear that the findings from the visits are not representative of all schools and colleges within England.**

As part of the review, 32 educational establishments were visited across the state and independent sector and just over 900 children and young people were spoken to. Over 800 questionnaires were also completed by children and young people in Yrs 9, 10 & 13, which asked them for their views on the frequency and level of sexual abuse experienced, and whether it's reported.

The criteria for selection included;

- Schools where concerns had been reported through complaints made to Ofsted, regional intelligence or from the Everyone's Invited platform
- Different key stages and type of school – however only mainstream education settings were visited
- Last Ofsted inspection
- Geographical spread

Focus groups were also held with local safeguarding partnerships, parents and organisations who support victims and survivors of sexual abuse. Discussions were also had with key academics who specialise in child sexual exploitation.

When defining what were harmful sexual behaviours and those that were 'normal' and age appropriate, the following continuum was used as part of the review:-

## Sexual behaviours across a continuum



Data from the conversations had, and questionnaires completed, found that girls experienced un-wanted sexualised behaviour more than boys, which included un-wanted touching, feeling pressured to do sexual things, sexual assault and un-wanted or inappropriate touching. 92% of girls said that sexist name calling happens a lot or sometimes to them or their peers with some children and young people spoken to said that these behaviours had become normalised as they happened all of the time.

Many of the girls spoken to said that they didn't want to talk about sexual abuse at school for risk of being ostracised by peers or getting their peers into trouble. They also felt that they wouldn't be believed by adults and many felt that once they had told an adult, they would no longer be in control of the situation and what happened next.

The review also found that staff largely underestimate the scale of the problem within their setting. It is unrecognised in many schools and colleges and goes un-challenged by staff. However, the report does highlight that the issue of harmful sexual behaviour isn't something that schools and colleges can tackle on their own – there needs to be a much broader multi-layered approach involving other professionals.

With regards to multi-agency safeguarding arrangements the review found that not all local safeguarding partners had clear oversight of sexual harassment and violence in schools and colleges within their local authority area, and some found it hard to engage with schools and colleges.

When looking at the RSE curriculum, the review found that in some schools, leaders had started to develop it; however subject knowledge and allowing adequate time for delivery were an issue. Teaching about consent and the use of social media wasn't sufficient. The review concluded that more training is needed for schools on how to deliver the new curriculum.

Children and young people spoken to about their experiences of their RSE lessons were not positive about the quality of provision, believing that it wasn't equipping them with the information and advice they needed to help them with the reality of their lives, which is why they turned to social media and their peers for information.

Where good practice was found, schools and colleges were doing the following:-

- Analysing trends in data to spot emerging patterns that might need an early response
- Using focus groups of pupils to discuss what harmful sexualised behaviour is
- Ensuring that there is a pool of key adults that children and young people can speak to, other than just the DSL
- Having a link governor with a background in safeguarding
- Creating a 'What happens next?' guide to help pupils understand what might happen next once they've made a disclosure

**There are a number of recommendations that have come out of the review:-**

**School and college leaders should:**

- Create a culture where sexual harassment and online sexual abuse are not tolerated and whether they identify issues and intervene early to better protect children and young people.
- In order to do this, they should assume that sexual harassment and online abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.
- This whole-school approach should include:
  - A carefully sequenced RSE curriculum and high-quality training for teachers delivering it
  - Routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse
  - A behavioural approach, including sanctions where appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated
- Working closely with Local Safeguarding Partners (LSPs)
- Support for Designated Safeguarding Leads, such as protected time in timetables to engage with LSPs
- Training to ensure that all staff (and governors where relevant) are able to;
  - Better understand the definition of sexual harassment and sexual violence, including online sexual abuse
  - Identify early signs of peer-on-peer abuse

Consistently uphold standards in their responses to sexual harassment and online sexual abuse

**The government should:**

- Take into account the findings of this review as it develops the Online Safety Bill
- Establish better coordinated arrangements between the Education and Skills Funding Agency (ESFA), Ofsted and the ISI for how to deal with complaints that the inspectorates receive about schools
- Strengthen the 'Working together to safeguard children' guidance to make the involvement of all state and independent schools and colleges with LSPs more explicit, including their engagement in multi-agency audits
- Produce clearer guidance for schools and colleges to help them make decisions when there are long-term investigations of harmful sexual behaviour, or when a criminal investigation does not lead to a prosecution or conviction
- Review and update the definitions of sexual abuse, including peer-on-peer, to better reflect the experiences of children and young people
- Develop an online hub where all safeguarding guidance is in one place, with any updates clearly visible and ideally made in good time in the school year to aid planning
- In partnership with others;
  - Develop a guide that helps children and young people know what might happen next when they talk to an adult in school or college about sexual harassment and sexual violence, including online sexual abuse
  - Develop national training for DSLs
  - Develop resources to help schools and colleges shape their RSE curriculum
  - Launch a communications campaign about sexual harassment and online sexual abuse, which should include advice for parents and carers

## APPENDIX 8

### **Statutory requirements**

As a maintained all through school, we must provide relationships education to all primary aged pupils and relationship and sex education to all secondary aged pupils under section 34 of the [Children and Social Work Act 2017](#).

At primary we are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Seven Kings we teach RSE as set out in this policy.