



*Queen's Park C.E./U.R.C Primary School*  
*Relationships and Sex Education Policy*  
*(RSE)*  
*2021*

*Policy reviewed September 2021*

*Our vision for Queen's Park C.E./U.R.C. Primary School*

## *Together, we believe, achieve and enjoy*

*Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make.*

*Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful.*

### *Our Core Christian Values*

*Love*

*Forgiveness*

*Trust*

*Respect*

*Honesty*

*Hope*

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## 1. Statutory Regulation and Guidance

1.1 At Queen's Park CE/URC Primary School, we are required to provide relationships education and health education to all pupils.

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

1.3 The policy has due regard to the following legislation and guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 and the Public Sector Equality Duty.
- Mental health and behaviour in school (DfE, 2018)
- Science programmes of study: key stages 1 and 2 (DfE, 2013)

- *Science programmes of study: key stage 3* (DfE, 2013)
- *Keeping children safe in education – for schools and colleges* (DfE, 2021)
- *Promoting fundamental British values through SMSC* (DfE, 2014)

## 2. Definitions

2.1 The DfE guidance states that “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”<sup>1</sup>. Relationship and sex education develops the pupil’s knowledge and understanding of their own sexuality, about what it means to be fully human, how to cultivate healthy relationships with themselves and others, and enables them to make well informed decisions in good conscience.

2.2 In primary schools the focus should be on “teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults”<sup>2</sup>. This would include the topics of families and ‘the people who care for me’, caring friendships, respectful relationships, online relationships and being safe.

2.3 Definition of terms:

**RSHE:** Relationships, sex, and health education

**Health education:** physical health and mental wellbeing, the link between the two, and being able to make healthy lifestyle choices.

**Relationships education:** the physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers Page 4

<sup>2</sup> Ibid page 19

*Sex education: there is no agreed definition in the new guidance.*

*RSE: Relationships, and Sex education*

*PSHE: Personal, Social, Health and Economic (PSHE) education. The RSHE policy may link to, or be part of, a wider PSHE ed policy.*

*DSL: Designated Safeguarding Lead*

*DfE: Department for Education*

### *3. Delivering the policy*

*3.1 Relationship and Sex Education (RSE) is taught within the Personal, Social and Health Education (PSHE) curriculum lessons.*

*3.2 There are links between some of the RSHE curriculum and other subjects such as Science and Physical Education, so aspects of the curriculum may be touched on in other lessons.*

#### *Our RSE*

*3.3 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:*

- Families and people who care for me.*
- Caring friendships.*
- Respectful relationships.*
- Online relationships,*
- Being safe.*

*3.4 These areas of learning are taught within the context of family life with a focus on inclusion to reduce prejudice. As such there is the acknowledgement of the variety of home circumstance that make healthy families (including single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have*

a support structure around them (for example: looked after children or young carers).

3.5 As a school, we promote equality of opportunity and we uniformly apply values of inclusion and respect to all pupils and their families. All staff are proactive in promoting positive relationships and receive regular training.

3.6 At Queen's Park, we value the diversity in our pupils cultural and religious backgrounds. Relationship and Sex education contributes to our pupil's education around inclusion and respect, consequently we are aware of the need to be respectful of our pupils cultural or religious beliefs and sensitive in delivering certain topics.

3.7 Queen's Park, aims to create a learning environment that is accessible to all of our students. In order to ensure this, we will make sure that the content is relevant to the age, experience, maturity and individual needs of our pupils.

#### 4. Policy Development

4.1 The process of policy development involves a number of steps. To begin with, a lead member of staff and/or RSHE working group reviews the current provision, and all school staff are given the opportunity to look at the policy and make recommendations.

4.2 Our RSE curriculum is informed by issues in the school and wider community; to ensure it is tailored to pupils' needs we investigate what pupils want from their Relationship, Sex, and Health Education. Furthermore, when organising the curriculum, the religious backgrounds of all pupils are considered so that we may deliver the curriculum with sensitivity.

4.3 At Queen's Park, we ensure that parents are consulted in the development and review of policy, as we understand how important parents' views are in shaping the curriculum.

4.4 A draft policy is considered by the Governing Board then ratified (adopted) by the Governing Board. At which point we share the finished policy with parents, and ensure it is available on the school website.

### *Consultation with parents*

4.5 Queen's Park, understands the important role parents play in enhancing their children's understanding of relationships, sex and health. We work closely with parents by establishing open communication, all parents are consulted in the development and delivery of the curriculum.

4.6 Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum
- how to support/complement RSHE teaching in schools
- how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.

4.7 At Queen's Park, aims to build positive relationships with parents by inviting discussion to address any concerns and supporting parents in managing conversations with their children on the issues covered by the curriculum.

4.8 Parents are also consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

4.9 The relationship, sex, and health curriculum considers the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum is age-appropriate for pupils within each year group and meets the needs of the whole-school community.

4.10 We consult with parents, pupils, and staff in the following ways:

- Questionnaires and surveys
- Training sessions
- Newsletters and letters

4.11 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by: Organising a meeting with the headteacher.

- Emailing [queenspark@sthelens.org.uk](mailto:queenspark@sthelens.org.uk)
- Submitting written feedback as part of annual questionnaires

## 5. Statement of Intent

5.1 At Queen's Park, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to relationships and health education.

5.2 Primary schools also have the option to decide whether pupils are taught sex education beyond statutory requirements (based in the science curriculum).

5.3 Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their relationships, with the ability to recognise healthy and respectful relationships and the knowledge of where to find, and access, help and support.

5.4 RSHE will ensure that all pupils understand the importance of equality and respect by teaching pupil's tolerance and respect for diversity, and developing pupils' self-respect and self-worth, confidence, and empathy.

5.5 All schools are required to comply with the requirements of the Equality Act 2010.

5.6 Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

5.7 We understand our responsibility to deliver a high-quality relationship, and health curriculum for all our pupils based on best practice.

5.8 This policy sets out the framework for our RSHE curriculum, outlining how it is informed, organised, and delivered.

## 6. Roles and Responsibilities

### 6.1 SENCO

Are primarily responsible for advising teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff)

### 6.2 Governing Body

The governing board will approve the RSE policy and hold the headteacher to account for its implementation. They ensure that the policy is available to parents and policy is in accordance with other whole school policies, [e.g., SEN, the ethos of the school and our Christian beliefs;] as well as the relevant National Curriculum science topics and the setting of RSE within PSHE

### 6.3 The Head Teacher

The Head Teacher takes overall delegated responsibility for the development and implementation of this policy. They should liaise with the Governing

Body, parents, the Local Education Authority, and appropriate agencies. Any requests to withdraw pupils from the non-statutory element of Relationship and Sex Education will be managed by the head teacher, and they will also encourage parents to engage with the formation of the policy and know about the final policy.

The head teacher agrees the curriculum delivery model (where it will be taught; the time allocation and staffing) and ensures that RSHE is resourced, staffed and timetabled so that school meets its legal obligations and offers a high-quality provision to all pupils. This includes enabling staff to be suitably trained to teach relationships and sex education. They will report to the governing board on the implementation and effectiveness of the policy and review the policy on an annual basis.

#### **6.4 PSHE/RSE Co-Ordinator**

The co-ordinator with the head teacher has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the member of staff with responsibility for child protection).

#### **6.5 Lead teacher for RSHE**

The lead teacher will support the development and implementation of the RSHE policy, curriculum and delivery model. They are responsible for ensuring the continuity and progression between each year group by working with other teachers (include subjects leads) to ensure the RSE curriculum complements but does not duplicate any content in other subjects. The lead will organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSE. They will also provide teachers with resources to support RSE delivery

and monitor/ evaluate the effectiveness of RSE and offering support to staff if needed. The lead will feedback to the headteacher/governing board regarding compliance with the statutory requirements and effectiveness of the RSE curriculum.

### 6.6 RSE Teachers

Staff do not have the right to opt out of teaching RSHE as this forms part of the Teaching Standards. Any staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher. Appropriate training will be made available for all staff teaching RSE. All staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

RSE Teachers are responsible for:

- Delivering RSHE with sensitivity
- Knowing and acting in accordance with the RSE policy
- Modelling positive attitudes to RSHE.
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.
- Teaching should reflect the law (including the Equality Act 2010) as it applies to sex and relationships
- Carefully considering how their personal views and/or beliefs might impact on their teaching of RSHE
- Monitoring pupil progress in line with school policy
- Working with the SENCO about identifying and responding to the needs of pupils with SEND

### 6.7 All Staff

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual] well-being of their pupils.

## 6.8 Pupils

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

## 7. Safeguarding: safe and effective practice

7.1 Here at Queen's Park, we recognise that there are a range of opinions, beliefs, and perspectives in regard to Relationships and Sex Education (RSE). Our role in school is not to influence or judge individual belief, but rather to teach the RSE curriculum "in a factual way so that pupils are clear on their rights and responsibilities as citizens<sup>3</sup>".

7.2 Queen's Park also recognises that Relationships and Sex Education is about the understanding of physical development and puberty, appropriate and inappropriate sexual behaviour, and the protection and empowerment of children and young people.

7.3 RSE integrates safeguarding into the learning objective of the lesson, and we aim to provide our children with the knowledge to ensure that they are not exploited or mistreated and that children have a clear understanding around consent and keeping themselves safe.

7.4 Relationships and Sex Education is fundamental in keeping our children and young people safe. It plays a vital part in preventative education. It is our responsibility to ensure that pupils are informed about the full range of perspectives, risks, and rights, so they are able to make informed decisions that will help to keep them safe.

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<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.26, para. 76

The school's Relationships and Sex Education Policy is directly linked to the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education 2021.

See further details in Appendix 5.

## 8. Equality and Inclusion

8.1 We will ensure all resources and images used are inclusive of all pupils e.g. including those in wheelchairs or wearing hearing aids. This is part of our general inclusive approach to RSE (and in other subjects and within the whole-school) and images will represent SEND, LGBT+, a range of ethnicities, and all the protected characteristics.

8.2 Our choice of images and characterisation will reinforce the message that human sexuality is a positive thing and that no-one is excluded from that.

8.3 Materials will be available in appropriate learning media including tactile diagrams and physical materials when required.

8.4 Our teaching of RSE will take account of all our pupil's needs, culture, development and views.

8.5 We are aware of language used in RSE and will ensure that it is inclusive.

## 9. RSE teaching of children with Special Educational Needs and Disabilities (links to Statutory Policy on SEND)

9.1 Appropriate RSE will be provided for pupils at all levels of development. There may be a need for us to tailor content and teaching to meet the specific needs of pupils at different developmental stages.

9.2 RSE is most effective when delivered through a whole school approach. For pupils with SEND, this means we will be working continuously through informal opportunities as well as the formal RSE curriculum.

9.3 All staff will be actively involved in offering consistent messages around RSE from teachers to lunchtime supervisors to travel supervisors/

9.4 The pace and detail of topics may be different and pupils may need lots of support to generalise their learning outside of RSE lessons and support to personalise the learning to their own relationships, behaviours and maturation. It may be appropriate to revisit topics more frequently with our pupils with SEND to support 'overlearning' (i.e. practising and embedding the new skills, so the learner retains the learning beyond the initial success and develops mastery) for new and abstract topics.

9.5 We acknowledge the greater vulnerability to bullying, exploitation and other issues for pupils with SEND and they will have greater need to be informed and supported in RSE.

9.6 For pupils with more significant needs, their particular RSE needs may helpfully be assessed as part of an Education Health Care (EHC) needs assessment, with provision to meet those needs set out in their EHC plan. Specific reference to Preparing for Adulthood and RSE will be part of Y9 (and onwards) EHCP reviews.

9.7 For pupils with Autistic Spectrum Disorders or Conditions: Sometimes their academic capabilities mask their social and emotional needs. Although they may understand the concrete information, work about relationships, consent and understanding risk and coercion can be very challenging for some young people on the spectrum. Individual sessions or small group provision in addition to mainstream classes will be beneficial to address this. There is likely to be a higher incidence of 'social masking' and this will be taken into consideration when evaluating the effectiveness of our teaching and whether our pupils have understood the nuances of social and appropriate intimate relationships.

9.8 For pupils with Physical Disabilities: Their disability may impact on every aspect of an individual's life including how they socialise, develop relationships and have sex. Pupils with physical disability may have to find different ways to communicate, take part in learning and everyday

activities: including making friends and socialising with others. They may have anxiety about a different body shape or image, worry about how their body works and what others may think. They may not have the opportunity to talk about these things with others with similar needs. Sometimes we may need to ask the family to seek medical advice to share as appropriate with the school to aid the planning and delivery of RSE with the consent of the young person.

9.9 Our parents and carers of pupils with SEND may face challenging issues at home that are relevant to RSE. Parents will appreciate information about what we are providing in RSE and may value opportunities for further discussion and support.

9.10 All our teaching approaches will take account of the pupil's individual needs and be differentiated accordingly. These are detailed in the pupil's One Page Profile/IPPs

9.11 More detailed teaching approaches for SEND can be found here <https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEE.pdf> More resources can be found in Appendix 6.

9.12 All statutory school policies must link to each other and specifically reference SEND, Equality, Behaviour and Safeguarding and Child Protection.

## 10. Parental right to excuse a pupil from sex education

10.1 Parents are not able to withdraw their child from any aspect of relationships education or health education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

10.2 Parents have the right to request that their child be withdrawn from sex education, except those topics that are a part of the science curriculum.

10.3 Their request will be granted automatically by the headteacher. The parents will also be invited to meet with the headteacher to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

10.4 Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## 11. Training

11.1 All staff members at the school will undergo training to ensure they are up to date with the relationship, sex and health education programme and associated challenges.

11.2 Members of staff responsible for teaching the subjects will undergo further training, led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

11.3 The training of staff will also be scheduled around any updated guidance on the programme and any new developments.

## 12. Monitoring and evaluation

12.1 The delivery of RSHE is monitored by Amy Knockton and Ann Roby with responsibility for PSHCE by undertaking learning walks, staff, and pupil consultations, planning and work scrutinies and questionnaires.

12.2 The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals.

12.3 The programme will be evaluated biannually by means of:

- questionnaires
- response sheets
- needs assessment given to pupils
- discussion with pupils, staff, and parents.

12.4 The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements.

12.5 Governors will consider all such evaluations and suggestions before amending the policy. Governors remain ultimately responsible for the policy.

12.6 The RSHE subject leader is responsible for monitoring the quality of teaching by conducting subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

12.7 From these assessments the RSHE subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

12.8 Throughout the academic year the RSHE subject lead will work consistently with the headteacher and RSE link governor to evaluate the effectiveness of the subjects and implement any changes.

### 13. Policy review

13.1 The governing board is responsible for approving this policy.

13.2 The policy will be reviewed on an annual basis by the RSHE subject lead and the headteacher. The next scheduled review date for this policy is September 2022

13.3 This policy will also be reviewed in consideration of any changes to statutory guidance, feedback from parents, staff or pupils, and the school context.

13.4 Changes will be communicated to all staff and parents and approved by the Governing board.

## Appendices

### Appendix 1: Statutory Sex Education

#### Sex education

All pupils must be taught the aspects of sex education outlined in the science curriculum; this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Queen's Park, is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum and are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education.

#### Key Stage 1

1. that animals including humans, move, feed, grow, use their senses and reproduce
2. to recognise and compare the main external parts of the bodies of humans
3. that humans and animals can produce offspring and these grow into adults
4. to recognise similarities and differences between themselves and others and treat others with sensitivity

#### Key Stage 2

1. that the life processes common to humans and other animals include nutrition, growth and reproduction
2. about the main stages of the human life cycle



## Appendix 2: The details of the RSE curriculum at Queen's Park C.E. /URC Primary School

Queen's Park 'Crown Curriculum' - all our planning is based on our key principles and intent for our curriculum

*Challenge Resilience Opportunities Wellbeing Knowledge*

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by school staff. All units and the lesson objectives within those units are listed below. **All units to be taught in the Summer Term**

**Below is a list of vocabulary specifying the terms and phrases used within these units.**

There are a number of reasons why giving your children the correct vocabulary matters. Nicknames for the genitals gives the impression that these parts of the body are something to be embarrassed about or ashamed of. Using the correct anatomical name for all parts of the body helps your children build a positive body image and opens the door for an honest, open dialogue with you on any questions they have about their bodies or sexuality. Consistent use of the correct words from KSI will get over the potential 'giggle' factor later and enable children to use these words without embarrassment.

Year Group	Unit	What will be covered in this unit?	Vocabulary
EYFS	I am Special	<p><b>Relationships</b>                      To know what a family is.                      To know that different people in a family have different responsibilities.                      To know that some of the characteristics of a healthy and safe friendship.                      To know that sometimes friends fall out.                      To know some ways of mending a friendship.                      To know that unkind words can never be taken back and they hurt.                      To know how to use a Calm Me to help when I am feeling angry.                      To know some reasons why others get angry.</p> <p><b>Changing Me</b>                      To know the names and functions of common parts of my body.                      To know that we grow from baby to adult. To know who to talk to if I am feeling worried.                      To know that sharing how they feel can help solve a worry.                      To know that remembering happy times can help us move on.</p>	<ul style="list-style-type: none"> <li>• Boy</li> <li>• Girl</li> <li>• Same</li> <li>• Different</li> <li>• Unique</li> <li>• Special</li> <li>• Life cycle</li> <li>• Arm, leg, back, foot (staff not to teach naming genital area specifically.)</li> </ul>

YEAR 1	<b>Differences</b>	<p><b>Relationships</b>          To identify the members of my family and understand that there are lots of different types of families.          To identify what being a good friend means.          To know appropriate ways of physical contact to greet my friends and know which ways I prefer.          To know who can help me in my school community.          To know my qualities as a person and as a friend.          To know why I appreciate someone who is special to me.</p> <p><b>Changing Me</b>          To simply explain the life cycles of animals and humans.          To understand that changes happen as we grow and that this is normal.          To understand that growing up is natural and that everybody grows at different rates.          To respect my body and understand which parts are private and that those parts belong to me and that nobody has the right to hurt these.          To know who to ask for help if I am worried or frightened.          To understand that every time I learn something new I change a little bit.</p>	<ul style="list-style-type: none"> <li>• Boy</li> <li>• Girl</li> <li>• Male</li> <li>• Female</li> <li>• Same</li> <li>• Different</li> <li>• Penis</li> <li>• Vagina</li> <li>• Vulva</li> <li>• Physical characteristics</li> <li>• Reproduce</li> <li>• Life cycles</li> <li>• Gender</li> </ul>
YEAR 2	<b>How Did I Get Here?</b>	<p><b>Relationships</b>          To identify different members of my family and understand my relationship to them.          To know that it is important to share and co-operate with others.          To know that there are lots of different forms of physical contact within a family and that some is acceptable but some may not be.          I understand some of the things that cause conflict with my friends.          To understand that sometimes it is good to keep a secret and sometimes it is not.          To recognise and appreciate people who can help me in my family, my school and my community.          To express my appreciation for the people in my special relationships.</p> <p><b>Changing Me</b>          To recognise cycles of life in nature.          To know about the natural process of growing from young to old.          To understand that this is not in my control.          To recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p>	<ul style="list-style-type: none"> <li>• Similar</li> <li>• Different</li> <li>• Male</li> <li>• Female</li> <li>• Gender roles</li> <li>• Stereotypes</li> <li>• Life cycles</li> <li>• Pregnant</li> <li>• Womb</li> <li>• Body parts</li> <li>• Physical characteristics</li> <li>• Penis</li> <li>• Vagina</li> <li>• Sperm</li> <li>• Vulva</li> <li>• Egg</li> </ul>

		<p>To know what a stereotype is.</p> <p>To understand there are different types of touch and say which ones I like and don't like.</p> <p>To know who to ask for help if I am worried or frightened.</p>	<ul style="list-style-type: none"> <li>• Foetus</li> <li>• Fertilisation (This unit does not specifically talk about sexual intercourse and how a baby is made)</li> </ul>
YEAR 3	Growing up	<p><b>Relationships</b></p> <p>To identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.</p> <p>To identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>To know and use some strategies for keeping myself safe online.</p> <p>To explain how some of the actions and work of people around the world help and influence my life.</p> <p>To understand how my needs and rights are shared by children around the world and can identify how our lives might be different.</p> <p>To know how to express my appreciation to my friends and family.</p> <p><b>Changing Me</b></p> <p>To name changes that might happen or have happened in my life or the lives of others.</p> <p>To know there are changes that we can't control and some we can.</p> <p>To name changes that happen between birth and growing up.</p> <p>To know that it is the female who has the baby.</p> <p>To know that a baby needs food, water and care to grow into a healthy child.</p> <p>To say what some of the physical and emotional needs are of a baby.</p> <p>To name body parts including the correct names for external genitalia.</p> <p>To identify some changes in our bodies as we get older.</p> <p>To know the term stereotype and understand what it means.</p>	<ul style="list-style-type: none"> <li>• Independent</li> <li>• Self-esteem</li> <li>• Special</li> <li>• Change</li> <li>• Like</li> <li>• Dislike</li> <li>• Similar</li> <li>• Different</li> <li>• Growing</li> <li>• Male</li> <li>• Female</li> <li>• Hug</li> <li>• Kiss</li> <li>• Family</li> <li>• Family dynamics</li> <li>• Family tree</li> <li>• Life stages</li> <li>• Life cycle</li> <li>• Gender roles</li> <li>• Stereotypes</li> <li>• Penis</li> <li>• Vagina</li> </ul>

YEAR 4	Introduction to Changes	<p><b>Relationships</b></p> <p>To know some reasons why people feel jealous.</p> <p>To know that jealousy can be damaging to relationships.</p> <p>To know that loss is a normal part of relationships.</p> <p>To know that negative feelings are a normal part of loss.</p> <p>To know that memories can support us when we lose a special person or animal.</p> <p>To know that change is a natural part of relationships/friendship.</p> <p>To know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	<ul style="list-style-type: none"> <li>• Body changes</li> <li>• Personal hygiene</li> <li>• Substance misuse</li> <li>• Body hair</li> <li>• Pubic hair</li> <li>• Puberty (Puberty will not be discussed in detail until Year 5)</li> <li>• Emotions/Feelings</li> <li>• Sweat</li> <li>• Hormones</li> <li>• Private/Personal</li> <li>• Body parts</li> <li>• Penis</li> <li>• Vagina</li> <li>• Nipples</li> <li>• Testicles</li> <li>• Sperm</li> <li>• Egg</li> <li>• Fertilisation (The process of fertilisation will not be discussed until Year 6)</li> </ul>	
YEAR 5	Changes	<p><b>Changing Me</b></p> <p>To understand that some of my personal characteristics have come from my birth parents.</p> <p>To know that I am a truly unique human being</p> <p>To know the names of different body parts including external genitalia.</p> <p>To know some of the physical changes that happen to us as we grow. (Pre puberty)</p> <p>To know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>	<p><b>Relationships</b></p> <p>To know that a personality is made up of many different characteristics, qualities and attributes.</p> <p>To know that belonging to an online community can have positive and negative consequences.</p> <p>To know that there are rights and responsibilities in an online community or social network.</p> <p>To know that there are rights and responsibilities when playing a game online.</p> <p>To know that too much screen time is not healthy.</p> <p>To know how to stay safe when using technology to communicate with friends.</p>	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Physical changes</li> <li>• Emotional changes (mood swings/shyness)</li> <li>• Menstruation/Periods</li> <li>• Reproductive organs</li> <li>• Relationships</li> <li>• Ovaries</li> <li>• Scrotum/Testicles</li> </ul>

		<p><b>Changing Me</b>  <i>To be aware of my own self-image and how my body image fits into that</i>  <i>To know the term puberty.</i>  <i>To know how a girl's body changes during puberty.</i>  <i>To know how a boy's body changes during puberty.</i>  <i>To know how to look after myself physically and emotionally.</i>  <i>To know that there are different types of relationships we have with different people.</i>  <i>To know that when we are older or adults we might have a special relationship and have families of our own.</i>  <i>To know what is needed in a relationship to care for a baby.</i>  <i>To understand being a teenager brings changes and growing responsibilities.</i></p>	<ul style="list-style-type: none"> <li>• Urethra</li> <li>• Breasts</li> <li>• Body hair</li> <li>• Pubic hair</li> <li>• Sweat</li> <li>• Privacy</li> <li>• Sperm</li> <li>• Semen</li> <li>• Womb</li> <li>• Eggs</li> <li>• Equality</li> <li>• Diversity</li> <li>• Sexuality</li> </ul>
YEAR 6	How Babies are Made and Born Girl Talk/Boy Talk	<p><b>Relationships</b>  <i>To know that it is important to take care of my own mental health.</i>  <i>To know ways that I can take care of my mental health.</i>  <i>To know the stages of grief and that there are different types of loss that cause people to grieve.</i>  <i>To know that sometimes people can try to gain power or control over them.</i>  <i>To know some of the dangers of being online.</i>  <i>To know how to use technology safely and positively to communicate with my friends and family.</i></p> <p><b>Changing Me</b>  <i>I am aware of my own self-image and how my body image fits into that.</i>  <i>I can explain how girls' and boys' bodies change during puberty.</i>  <i>I understand the importance of looking after myself physically and emotionally.</i>  <i>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</i>  <i>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</i></p>	<ul style="list-style-type: none"> <li>• Family dynamics</li> <li>• Sexual intercourse</li> <li>• Love</li> <li>• Consent</li> <li>• Privacy</li> <li>• Sperm</li> <li>• Egg</li> <li>• Womb</li> <li>• Conception</li> <li>• Fertilisation</li> <li>• Foetus</li> <li>• Umbilical cord</li> <li>• Puberty</li> <li>• Physical changes</li> <li>• Emotional changes</li> <li>• Menstruation/periods</li> <li>• Sexual attraction</li> <li>• Hormones</li> <li>• Sexuality</li> <li>• Equality</li> <li>• Diversity</li> </ul>

Appendix 3: The statutory content: relationships education and health education (DfE).

At we must provide Relationships Education to all pupils as per:

- Section 34 of the Children and Social work act 2017.
- The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996 Appendix A
- The statutory guidance from the Department for Education Equality Act 2010.
- Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2020

The table below outlines the statutory RSE knowledge pupils are expected to have obtained by the time they leave Queen's Park according to the Department for Education<sup>4</sup>.

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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils"<sup>5</sup>.

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development

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[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)

5

[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) page 23

effectively. - It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”<sup>6</sup>.

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.</li> <li>• that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.</li> <li>• that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.</li> </ul>
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<sup>6</sup> Ibid

	<ul style="list-style-type: none"> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, 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 positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</li> <li>• managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
Respectful relationships	<p>Pupils should know</p>

	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</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 those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>

	<ul style="list-style-type: none"> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources<sup>7</sup></li> </ul>
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## Appendix 4: NSPCC Healthy sexual development of children and young people

### Stages of healthy sexual behaviour

All children go through phases of sexual development. Just like every other part of growing up, some children mature sooner or later than others. For example, some children may have developmental delays whilst others may reach puberty early.

Below are some examples of age appropriate healthy sexual behaviour.

#### From 0- to 4-years-old

At this stage, you might notice sexual behaviour emerging for the first time through actions like:

- enjoying being naked
- kissing and hugging people they know well, for example friends and family members

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<sup>7</sup>

[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) page 20-22

- touching or rubbing their own private parts as a comforting habit
- showing curiosity about or attempting to touch the private parts of other people
- being curious about the differences between boys and girls
- talking about private body parts and their functions, using words like 'willy', 'bum', 'poo' and 'wee'
- role playing about different relationships, for example marriage.

### 5- to 9-years-old

As children get a little older, they become more conscious of sex and their own sexuality. This can be displayed by:

- becoming more aware of the need for privacy
- asking questions about sex and relationships, such as what sex is, where babies come from and same-sex relationships
- kissing, hugging and holding hands with a boyfriend or girlfriend
- using swear words or slang to talk about sex after hearing other people use them.

### 9- to 13-years-old

During these ages, children begin to get more curious about sex. Examples of healthy sexual behaviour during this stage are:

- having a boyfriend or girlfriend (of the same or different gender)
- using sexual language as swear words or slang
- wanting more privacy
- looking for information about sex online (this might lead to accidentally finding sexual pictures or videos)
- masturbating in private.

## Appendix 5: Safeguarding: Safe and Effective Practice

### Consent, Choice and Personal Responsibility

Relationships and Sex Education focuses on individual rights and responsibilities for all people, including children and young people, within a relationship. It is important that we objectively teach our pupils legal and moral standpoints so they can make educated decisions that will hopefully lead them on to have successful, safe and happy adult relationships. Topics in this area can include, but are not limited to:

- How to live their own lives
- Respecting the rights of others and allowing them to make their own decisions
- Holding your own beliefs and respecting the beliefs of others.

When appropriate, it is important that our pupils have a good understanding around consent. This will mean that they are confident in actively communicating consent, recognising consent from others and understanding that consent can always be withdrawn.

Pupils need basic knowledge about the privacy of their bodies and genitalia in particular to support safeguarding. Here at Queen's Park, we have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This is not sex education.

### **Healthy Relationships**

Relationships are a significant part of our lives; healthy relationships make us feel happy, protect us from different risks and vulnerabilities, and help support us throughout our lives. Here at Queen's Park, we believe it is important that pupils are aware that there are different types of committed, stable relationships and that these relationships might contribute to their happiness throughout their lives.

As relationships can look different from person to person and family to family, we believe it is our job to teach children about the different kinds

of relationships and most importantly, why healthy relationships are important. This includes:

- Understanding that committed, stable relationships are important for bringing up children, even if parents choose not to be together.
- The roles and responsibilities of parents when raising children, including the characteristics of successful parenting.
- What marriage is including the legal status and why marriage is an important relationship choice for many couples.
- The characteristics and legal status of other long-term relationships.
- The characteristics of positive and healthy friendships (in all contexts, including online).

### **Unhealthy Relationships**

Within our lives, relationships play a key role in keeping us safe and providing a good level of social and emotional wellbeing. Unfortunately, however, some individuals can experience unhealthy relationships, through no fault of their own. This can include relationships within (intra-familial) and outside of (extra-familial) the family home.

It is important that we teach our children and young people how to determine whether a relationship is trustworthy and whether a family, friend, or other relationship is unsafe. It is also vital that our pupils know how to seek help and advice if they have concerns or worries around an unhealthy relationship.

Unhealthy relationships can include a wide range of dynamics, including:

- Being neglected
- Emotional abuse
- Physical abuse and violence
- Bullying
- Domestic abuse including coercive control

- Exploitation
- Honour based abuse and forced marriage
- Sexual abuse.

There may be some pupils within the school who may have experienced such relationships, and it is our commitment that these subjects will be taught in a sensitive manner, without blame or judgement. Here at Queen's Park, we recognise that the school is a place of consistency for our pupils, and a safe space where issues can be discussed, and factual responses provided. We are committed that our school will be a place of safety where pupils can speak to trusted adults, report any concerns, seek support, and see first-hand that concerns are acted upon.

Here at Queen's Park, we believe that all pupils, regardless of race, gender, disability or need religious belief or background, are entitled to experience, and enjoy healthy relationships. We recognise that certain stereotypes can cause damage to individuals. We also recognise how these damaging stereotypes could normalise non-consensual behaviour or encourage prejudice.

The school recognises its legal rights and responsibilities in regard to equality, including the protected characteristics defined in the Equality Act 2010, and values that all pupils are unique and equal. We therefore ensure that relationships and sex education is taught equally, that all viewpoints and opinions are discussed, and that individual beliefs or characteristics are protected.

### **Child Sexual Exploitation (CSE)**

Child Sexual Exploitation is sexual exploitation of children and young people under 18. It involves situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a

result of them performing, and/or another or others performing on them, sexual activities. CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/mobile phone without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/or emotional vulnerability.

CSE is a prevalent issue and something we need to ensure we keep our young people protected from. For older pupils, it may be necessary to teach direct lessons around CSE; however, we recognise that our preventative work, including that around healthy relationships, provides robust support in preventing young people becoming victims of CSE.

### **Domestic Abuse**

Domestic abuse is a prevalent issue; it affects a significant number of children and families not only nationally, but also here within St Helens. Here at Queen's Park, we believe it is our responsibility to teach children about healthy relationships, partly so we are able to protect our pupils, but also so they can go on to have them in their adult lives.

As domestic abuse is a regional issue, it needs to be addressed sensitively and clearly. Domestic Abuse can include (this is not an exhaustive list):

- Physical abuse
- Sexual abuse
- Financial control
- Controlling and coercive behaviour.

Some types of behaviour, often seen within abusive relationships, are criminal offences. It is important that we teach our children and young people which types of behaviour are unlawful, so they can seek appropriate support and help keep themselves safe. In addition to this, by knowing the law around abuse, it allows our pupils to make more informed decisions and choices when entering into a relationship.

### **Female Genital Mutilation**

Female Genital Mutilation (sometimes referred to female circumcision, cutting or sunna) refers to the procedure that intentionally alters or causes injury to the female genital organs for non-medical reasons. It occurs mainly in Africa and to a lesser extent, in the Middle East and Asia; however, children living in the United Kingdom are still at risk of this form of abuse. Although it is believed by many to be a religious issue, it is in fact a cultural practice.

Female Genital Mutilation causes significant physical and emotional damage to a woman. It is a criminal offence to perform or assist in the process of FGM; it is also an offence to fail to protect a person for whom you are responsible from FGM.

Again, using the correct terminology for genitals is crucial in the preventative work around FGM. It is important that pupils understand the anatomical features of their body, so they are able to identify whether they have been abused or mistreated in any way. Teaching children and young people the facts about their body, helps them to be empowered and understand their rights.

### **Online Safety**

As so many of our children and young people use the internet, and as it forms such a significant part of modern-day life, it is imperative that we teach our pupils how to stay safe online.

Children and young people have an array of online opportunities and responsibilities. It is important that pupils understand that these rights and responsibilities are no different than in day to day life and that the same expectations of behaviour apply in all contexts, including on the internet.

E-Safety can be a vast topic; different areas of concern can sometimes feel uncomfortable to address; however, it is imperative that we do so. Here at Queen's Park, we want to ensure that parents and carers understand why certain topics need to be discussed and feel comfortable with their children taking part in these lessons. Our aim is always to work closely with families, as we believe that a collaborative approach is the best way forward for our children. Below are the issues that need to be addressed relating to online safety and the reasons why:

Topic	Reasons for teaching
Different types of bullying including cyber-bullying	Many children and young people use social media to communicate with their friends. We want all of our pupils to be able to recognise that online bullying is just as unacceptable as other forms of bullying, and that trusted adults can take action to help keep them safe.
Sharing material online	Sharing material online can be a considerable risk. Children and young people need to have comprehensive understanding that any material shared has the potential to be shared more widely online. Young people also need to be aware of the potentially difficulty in removing any compromising material placed on the internet. Pupils also need to be aware of the law and possible consequences of sharing inappropriate material over the internet. It is important that young people know not to provide

	<p>material to others that they would not want shared further and that they are not to share personal material which is sent to them.</p>
<p>Getting support and reporting concerns</p>	<p>It can be a frightening experience for any child or young person who is a victim of online abuse, exploitation, or mistreatment. It is important that pupils know how and where to report concerns in order to keep themselves safe.</p>
<p>Viewing harmful content</p>	<p>Viewing harmful content can have a traumatic and substantial impact on the emotional and mental wellbeing of young people. Children and young people also need to be aware that it is a criminal offence to share and view indecent images of children (including those created by children).</p>
<p>Explicit material and pornography</p>	<p>Viewing pornography and other sexually explicit material can create a distorted view of sexual relationships to young people. It can damage the way people see themselves in relation to others and affect their self-esteem and mental wellbeing. It can also negatively affect how they behave towards sexual partners.</p>
<p>How data is collected and shared online</p>	<p>Pupils need to be aware how data is generated, collected, shared, and used online, so they can make informed choices about what sort of information they want to share on the internet.</p>

### Concerns raised during lessons

At Queen's Park, we recognise that it is good practice to have a culture where children feel confident to discuss potentially sensitive issues. It could be that discussions in the lessons may raise safeguarding concerns. Any

concerns will be dealt with in accordance with the school's Safeguarding and Child Protection Policy.

Any external visitors or agencies delivering any aspects of Relationships and Sex Education will be required to pass any concerns raised immediately to the Designated Safeguarding Lead, along with a written or online record.

The Designated Safeguarding Lead has a comprehensive knowledge of trusted, high quality resources as well as extensive training around a vast array of safeguarding topics and procedures. Therefore, the DSL will be involved in all safeguarding aspects of Relationships and Sex Education.

### **Responses to difficult questions**

At Queen's Park, we believe that school should provide a safe environment for children to ask questions relating to relationships and sex education. We always encourage children to ask questions and develop their learning and we will answer these honestly and appropriately.

There may be some occasions however when it is not appropriate to answer certain questions. These include:

- If the question includes explicit and/or inappropriate language;
- If the question is not deemed age appropriate for the class;
- If the question asks about the personal lives of staff, children or families;
- If the child raises a safeguarding issue.

### **NSPCC P.A.N.T.S Rule**

At Queen's Park, safeguarding children is of paramount importance and incorporating this within the curriculum is essential. Children throughout school will be taught the NSPCC P.A.N.T.S rule in order to keep themselves

safe from sexual abuse. See appendix 3: NSPCC Healthy sexual development of children and young people.

Appendix 6: SEND resources and advice across a range of SRE topics  
<https://www.pshe-association.org.uk/content/send-hub>

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/RSE%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.pdf>

<https://www.autismeducationtrust.org.uk/the-den/> - for teenagers, money, relationships etc

<https://www.autismeducationtrust.org.uk/kids-zone/> -bullying, trusted adults

<https://www.tes.com/teaching-resources/blog/sre-students-learning-difficulties-free-resources>

<https://councilfordisabledchildren.org.uk/transition-information-network/information-and-support/relationships> - simplified information

<https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources> - examples below

<https://learning.nspcc.org.uk/research-resources/schools/love-life>

<https://learning.nspcc.org.uk/research-resources/schools/its-not-ok>

<https://www.bigtalkeducation.co.uk/rse-information-and-support-for-schools/send-rse/>

<https://www.fpa.org.uk/> <https://www.asdan.org.uk/courses/programmes>

Resources

Department for Education - Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

[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)

PSHE Association

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Unicef [www.unicef.org.uk](http://www.unicef.org.uk)