

# **North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision**

## **September 2019 (incorporates the Dfe guidance on statutory Relationships, RSE and Health Education from September 2020)**

**The purpose of this document is to enable your school to develop and embed effective Relationships and Sex Education (RSE) provision and policy through wide consultation with the whole school community. This guidance and a range of supporting information are provided to ensure your final policy reflects the needs, ethos and personal development of the school.**

The Government has announced that Relationships Education, Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. [The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019](#)

It is recommended that schools start to plan for these statutory requirements before September 2020 and they are incorporated in the planned PSHE curriculum and other curriculum opportunities that many schools are already providing. Schools that adopt the new curriculum early will still need to meet the current [sex and relationship education statutory guidance](#) from 2000.

### **Consultation**

It is good practice to consult with the whole school community when developing or reviewing the school's RSE policy and provision, it is requirement for implementing the statutory RSE and Health Education curriculum from September 2020. For further guidance on engaging with parents/carers please see the section on page 9. The following are prompts to support this process:

- How are pupils, parents/carers, governors, staff, partners and stakeholders going to be consulted and involved in the development / review of the RSE policy and provision?
- Are all staff aware of the policy and provision? Has it been discussed at a whole staff meeting?
- How will the policy and provision be disseminated to the whole school community?

### **Training**

The Education and Skills team provides high quality staff training to support schools in providing effective relationships and sex education. The trainer is highly experienced and is an associate trainer with the Sex Education Forum and Stonewall. A whole days training to support schools deliver effective relationships and sex education run every academic year. Bespoke training can also be delivered to a school / cluster of schools as a twilight training session or on a school training day. Information on the training available can be accessed at [www.nyeducationsservices.co.uk](http://www.nyeducationsservices.co.uk)

**For further information and support please contact: Clare Barrowman, Health and Well-Being Adviser, Education and Skills on 01609 536808 or via email at [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk)**

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## **What is your schools definition of Relationships Education and Sex Education (RSE)?**

It is recommended that your policy defines relationships education and sex education as two separate definitions as parent/carers have the right to withdraw their child from sex education up to three terms before the child is 16. Having two definitions will make it clearer to parents what they can withdraw from. The definitions below are only suggestions it is the decision of a school what they decide to include as their definitions as the Governments guidance does not provide any.

**Relationships Education** is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative friendships and relationships, staying safe both on and offline. This enables them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

**Sex Education** could be defined drawing on knowledge of the human life cycle set out in the national curriculum for science – the ways a baby could be conceived and born.

### **What is high quality Relationships and Sex Education?**

The 12 principles for delivery of high quality RSE in all schools have been set out by the Sex Education Forum and developed from evidence based practice:

1. RSE an identifiable part of our personal, social, health and economic (PSHE) education curriculum, which has planned, timetabled lessons across all the Key Stages
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate, not be the sole providers)
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they can contribute at home
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion
6. Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity
8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online
10. Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSE lessons and in every-day school life
11. Meets the needs of all pupils with their diverse experiences - including those with special educational needs and disabilities
12. Seeks pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change

### **Government and Ofsted documentation**

**The Government has announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020.** The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019.

It is recommended that schools start to plan for these statutory requirements before September 2020 and they are incorporated in the planned PSHE curriculum that many schools are already providing. Schools that adopt the new curriculum early will still need to meet the current [sex and relationship education statutory guidance](#) from 2000.

### **Some key aspects from the new guidance include:**

- **Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons.** Teaching will include sufficient

well-chosen opportunities and contexts for pupils to practise applying and embedding new knowledge so that it can be used skilfully and confidently in real life situations.

- **All schools must have in place a written policy for Relationships Education and RSE.** Schools must consult parents in developing and reviewing their policy. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve. Schools should publish the policy on the school website.
- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with **special educational needs and disabilities** as they represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- In teaching Relationships 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. At the point at which schools consider it appropriate to teach pupils about **Lesbian, Gay, Bisexual and Trans (LGBT)** they should ensure that this content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.
- **Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement** for teaching by those staff.

Topic areas for primary schools – Under each topic heading there are learning outcomes that pupils should know by the end of primary school	Topic areas for secondary schools – Under each topic heading there are learning outcomes that pupils should know by the end of secondary school
<p><b>Relationships Education</b></p> <ul style="list-style-type: none"> <li>• Families’ and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul> <p>Relationships Education will be compulsory in all primary schools but sex education will not be compulsory for primary schools. It will be for primary schools to determine whether they should cover any additional content on sex education to meet the needs of their pupils.</p> <p><b>Health Education</b></p> <ul style="list-style-type: none"> <li>• Mental wellbeing</li> <li>• Internet safety and 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 (puberty)</li> </ul>	<p><b>Relationships and Sex Education</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> <li>• Intimate and sexual relationships including sexual health</li> </ul> <p><b>Health Education</b></p> <ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet safety and 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 (puberty)</li> </ul> <p><b>The law</b></p> <p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. There are many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be aware of the relevant legal provisions when relevant topics are being taught for example:</p> <ul style="list-style-type: none"> <li>• marriage</li> </ul>

	<ul style="list-style-type: none"> <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>• 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)</li> <li>• hate crime</li> <li>• female genital mutilation (FGM)</li> </ul>
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### Keeping Children Safe in Education, 2019

RSE plays a vital part in schools fulfilling their **statutory duties to protect and safeguard** their pupils. When considering the relationships and sex education provision a school needs to be aware of the requirements set out in ‘Keeping children safe in education guidance for schools’ which states that schools, “should ensure that children are taught about safeguarding, including online safety” and schools need to ensure their policies include peer on peer abuse, sexual violence and harassment and that these behaviours are challenged within a school and that the learning about these behaviours is part of the planned RSE curriculum for pupils including how to get help and support.

### Ofsted Inspection Framework, 2019

RSE education can make a contribution to judgments under the Ofsted Common Inspection Framework, particularly in the areas of personal development and safeguarding. The new Ofsted Framework (September 2019) has a personal development judgement and the guidance states, “The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work”. This judgement will focus on a range of aspects. The following aspects are ones that could be directly linked to the effective provision of RSE:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced

marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them

- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education

The Ofsted inspection guidance does refer directly to the incoming statutory requirements for Relationships, Relationships and Sex Education and Health Education

- From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level.
- **If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.**

**Ofsted, Inspecting safeguarding in early years, education and skills settings (September 2019) has a number of aspects that could relate to effective RSE provision :**

- Action is taken to ensure that children are taught about safeguarding risks, including online risks
- As part of the curriculum, children and learners are supported to understand what constitutes a healthy relationship both online and offline, and to recognise risk, for example risks associated with criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism, and are aware of the support available to them
- Staff, leaders and managers understand the risks posed by adults or young people who use the internet to bully, groom or abuse children, learners and vulnerable adults; there are well-developed strategies in place to keep learners safe and to support them in learning how to recognise when they are at risk and how to get help when they need it
- Children and learners are protected and know how to get support if they experience bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.
- Adults understand the risks associated with using technology, including social media, of bullying, grooming, exploiting, radicalising or abusing children or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe.
- Inspectors will evaluate, where applicable, the extent to which the provision is successfully promoting and supporting children's and learners' safety. Inspectors will consider, among other things, children's and learners' understanding of healthy and unhealthy relationships and how they are supported to keep themselves safe from relevant risks such as exploitation and extremism, including when using the internet and social media. Inspectors should include online safety in their discussions with children and learners (covering topics such as online bullying and safe use of the internet and social media). Inspectors should investigate what the school or further education and skills provider does to educate pupils in online safety and how the provider or school deals with issues when they arise.
- In relation to early years, inspectors should consider how staff promote young children's understanding of how to keep themselves safe from relevant risks and how this is monitored across the provision.

**Governors have a wider responsibility under [Equality Act 2010](#)** and should ensure that the school strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children. This means that RSE must be sensitive to the different needs of individual pupils and ensure pupils are able to live in a modern 21<sup>st</sup> Century Britain.

### **Key features to consider for the development of an effective Relationships and RSE policy and provision.**

Before September 2020 all maintained schools must have an RSE policy but from September 2020 the RSE and Health Education statutory guidance for schools states, “All schools must have an up-to-date RSE policy which is made available to parents and others. Schools must provide a copy of the policy free of charge to anyone who asks for one and should publish the policy on the school website”. The policy must:

- For primary schools define relationships education and for primary schools that may choose to teach sex education, define the sex education that will be taught.
- For secondary schools define relationships and sex education
- Set out the subject content, how it is taught and who is responsible for teaching it
- Describe how the subject is monitored and evaluated
- Include information to clarify why parents do not have a right to withdraw their child from relationships education and include information about a parents right to request that their child be excused from sex education within RSE only
- How delivery content will be made accessible to all pupils, including those with SEND
- Requirements on schools in law e.g the Equality Act
- Confirm the date by which the policy will be reviewed

### **What is the school’s definition of Relationships and Relationships and Sex Education (RSE)**

The Government’s new statutory guidance does not define Relationships and RSE but leaves this for the school to decide upon. A suggested definition for relationships education could include:

Relationships education is learning about the emotional, social and physical aspects of growing up, relationships, gender, sexuality, sex and sexual health. It should support pupils gain accurate information, develop skills and form positive beliefs, values and attitudes. It also gives pupils essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships and staying safe both on and offline and enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Sex education could be defined as drawing on knowledge of the human life cycle set out in the national curriculum for science – the ways a baby could be conceived and born.

Sex education is not compulsory in primary schools but the content in the Government’s new 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so. The DfE do recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils.

### **What values underpin the school’s RSE policy, aims, objectives and outcome for RSE**

The school's commitment to promoting the personal and social development, health and wellbeing of its pupils should be evident in the school ethos and culture and should be reflected in its policies and in the breadth of the curriculum. Because of the personal and social nature of the topics covered in RSE, values and attitudes are a central part of the learning and moral development. The whole school ethos and values need to support a safe learning environment for RSE.

## **Roles and Responsibilities of members of the schools community;**

### **The Governing Body**

- The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of Relationships Education and RSE through curriculum areas like PSHE and the national curriculum for science
- The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends
- In a primary school agree if sex education (education about the act of human sexual intercourse) will be included in the curriculum and this is part of the RSE policy
- Fulfil all legal obligations
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020
- Ensure the subjects are well led, effectively managed and well planned
- Ensure the quality of provision is subject to regular and effective self-evaluation
- Ensure teaching is delivered in ways that are accessible to all pupils with SEND
- Ensure clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- Ensure the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

The policy should also clearly reference any access pupils have to **on-site sexual health provision** which may be provided by the healthy child team and / or sexual health team eg a school nurse drop in which may include advice about sexual health, some contraception services like the condom distribution scheme and STI testing. If this service is being offered on the school site approval needs to be agreed by the governing body and be included in the school's RSE policy. Parent/carers need to be informed that the service is available on the school site.

The governing body and proprietors have the responsibility through the statutory guidance 'Keeping Children Safe in Education', *"to ensure children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social, health and economic education (PSHE), and /or for maintained school through RSE."* This also includes how the school are addressing issues of peer on peer abuse and sexual violence and harassment.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010), so they need to ensure the curriculum reflects the diversity of modern Britain including representing a range of families, sexualities and gender in both primary and secondary schools.

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:



- Work with governors to ensure compliance with the 2020 statutory requirements for Relationships Education, RSE and Health Education including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum.
- Liaise with the PSHE subject lead to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure all parents/ carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and also provide information about what pupils can and cannot be withdrawn from

### **The PSHE subject lead:**

The school has a subject lead for PSHE who is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Work with headteacher to ensure compliance with the statutory guidance and implementing the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum
- Ensure the implementation and quality of long term and medium term RSE schemes of work
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained, confident and competent staff are essential to raise standards in RSE
- Consider the needs of all pupils and ensure the curriculum is meeting the needs of SEND pupils, and to achieve this recognise that the school might need to address some specific issues.
- Consult with pupils to inform provision around RSE and use the schools' Growing Up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- If used, co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed about the taught RSE curriculum in all year groups to support a partnership approach and also provide information about what pupils can and cannot be withdrawn from.

### **Parents / Carers**

- A school should aim to work in active partnership with families, value their views and keep them informed of the Relationships Education and RSE provision. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum. [The Dfe have produced some supporting leaflets for parents](#) to inform them about the changes and they have [developed some guidance for primary schools on engaging with parents / carers about the statutory changes](#). The [PSHE association](#) have also developed some guidance on engaging with families.
- Parents should be signposted to resources to support them talk to their child about healthy relationships (on and offline) , staying safe, growing up and sex education, so schools and parents can work in partnership
- The school's Relationships Education / RSE policy should be made available to all parents and it should be published on the school website

- Parents should be able to view examples of the resources that the school plan to use as part of the taught curriculum
- Schools should ensure that parents know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education (education about the act of human sexual intercourse)

### **The Parental Right to withdraw their child from RSE lessons;**

- The parental right to withdraw from Sex Education needs to be part of the schools RSE policy
- Parents cannot withdraw from Relationships or Health education (which includes the puberty learning outcomes) from September 2020
- Parents have no right to withdraw from aspects of the National Curriculum for Science. Maintained schools must follow the national curriculum. There is no change here from the previous situation.
- From September 2020 in secondary schools the request to withdraw can be respected up to and until three terms before a child turns 16. After that point, if the child wants to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms
- Before granting a request to withdraw it would be good practice for an identified member of staff to meet with the parents to discuss their concerns to see if the issues can be resolved this could include looking at the curriculum content and age appropriate resources. Schools will want to document this process to ensure a record is kept
- If a pupil is withdrawn from sex education, it is the school's responsibility to ensure that the pupils receives appropriate, purposeful education during the period of withdrawal.

### **Working with external agencies**

- Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff
- Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in School form (see appendix 4) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience
- It is essential to ensure that at all times a member of staff is present when an external contributor is working with pupils. The visitors input will be more effective if a teacher provides the context and follow up to the session
- Schools are responsible for ensuring that they check the visitor or visiting organisations credentials. Schools should also ensure that the teaching delivered by visitors fits with their planned programme and their published policy.

### **Delivery of RSE and the Curriculum**

A successful Relationships Education, RSE and Health Education programme should be firmly embedded within the school's framework for PSHE, National Curriculum for Science and other supporting curriculum areas:

- State how the RSE curriculum is delivered e.g. through Science, PSHE lessons, ICT, RE, cross-curricular etc.
- Explain who delivers the RSE programme and how their training requirements are met

- State the content of the RSE curriculum with clear learning outcomes (or where this can be found)
- Explain the range of resources and teaching methods used and the methodology for selecting the resources
- State how effective provision is ensured for all learners (including SEND, ethnicity, faith, sexual orientation and gender)

The North Yorkshire PSHE entitlement framework provides suggested learning outcomes for Years 1- 11 which incorporate all the learning outcomes set out in the DfE statutory Relationships Education, RSE and Health Education guidance and could be adapted to meet the needs of the school. The framework is part of the NYCC PSHE guidance for schools. The resource also signposts to a range of supporting teaching and learning resources by year group.

The Sex Education Forum have used evidence base practice to develop 12 principles of effective relationships and sex education which schools can use to ensure they are delivering effective provision They have also produced a curriculum design toolkit to help schools consider what to include in RSE and how to structure the programme.

### **Assessing, monitoring, evaluating and reviewing RSE**

RSE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum should:

- Be planned from the beginning as an integral part of teaching and learning
- Ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Bi-annually complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the RSE provision and to identify any emerging issues for pupils

### **Monitoring and Evaluation**

The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and staff are used to make changes and improvements to the programme on an ongoing basis.

- To review and plan the content and delivery of the programme of study for RSE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

### **Safeguarding and Confidentiality**

RSE can be a sensitive issue. To protect privacy and engender respect for all, staff will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that staff cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all staff will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, staff will deal with this outside of the lesson but an agreed holding statement will be used for example, 'that is a really interesting question and I need time to think because I want to give you a

really good answer' this then allows staff to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, the Designated Safeguarding Lead. The Designated person will then, in line with the School's Child Protection policy take action as appropriate.

### **Religion and belief, including teaching in schools with a religious character**

Pupils from all faiths and cultures have an entitlement to RSE. Teaching effective RSE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society.

- In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the governments Relationships, RSE and Health Education guidance from September 2020 are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.
- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

It is important when developing the RSE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for RSE.

### **Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families'**

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should be inclusive for LGB, Trans and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Stonewall is a leading LGBT charity and they provide a range of supporting materials for primary and secondary schools on their [website](#) It is also important when teaching RSE at all age groups to explore gender and be inclusive of all gender identifies as well as challenging gender stereotypes. Further information on trans identities can be found at <http://www.gires.org.uk/>.

- 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](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

- Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. From September 2020 at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.
- From September 2020, secondary school 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.

The [NYCC LGBT guidance for professionals](#) who work with children and young people provides an overview of supporting services in North Yorkshire and links to a range of organisations and resources to support the teaching and learning of Different Families / LGBT.

[Church of England have published Valuing All God's Children - Guidance for Church of England schools to prevent homophobic, biphobic and transphobic bullying in 2017](#)

### **Special Education Needs and Disabilities (SEND)**

- Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.
- Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.
- In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

There are an increasing number of resources to support delivery of SEND RSE. A number of resources like the [NSPCC PANTS campaign have resources aimed at pupils with SEND](#) and <https://www.choicesupport.org.uk/about-us/what-we-do/supported-loving/supported-loving-toolkit/supported-loving-useful-resources> provides links to a range of supporting resources.

The resources and activities need to be accessible for all pupils and through monitoring the taught programme and ensuring all pupils are making the progress in achieving the expected educational outcomes pupils who perhaps require further support can be identified and target provision can be implemented.

## **Gypsy, Roma and Traveller Community (GRT)**

In the past engagement levels for GRT communities has been low, this can lead to a lack of knowledge, skills and attributes which would allow pupils to keep themselves safer in relationships and understand more about their growing and changing bodies.

It is not possible to make a blanket statement which reflects the views of all GRT families. Direct engagement with each family is the one reliable way to assess what each family thinks. A direct conversation has the added benefit of providing opportunities to alleviate parental concerns and increase the likelihood that decisions are well informed. Time is needed to discuss with the families what the curriculum will cover, the resources that will be used and the importance of safeguarding all pupils. This should be an integrated part of the induction process for any GRT families that join the school and ongoing communication with the families. Ideally by a member of staff where there is a pre-existing relationship and trust and who is equipped to sensitively discuss the curriculum content and answer any questions that the family may have.

The Tackling inequalities faced by Gypsy, Roma and Traveller communities report published by the Government states:

- The Department for Education guidance for relationships and sex education in schools makes it clear that the teaching should include an understanding of the religious and cultural context of the children in the school. It also includes the “right to withdraw” a child from sex education classes, should the parent choose to do so. It does not, however, give parents the right to withdraw their children from education entirely. All children benefit from age-appropriate relationship and sex education, but more needs to be done to ensure that Gypsy, Roma and Traveller parents do not remove their children from school because of an objection to it. Schools must have a plan for how to have constructive conversations with parents to explain to them the benefits of relationship and sex education in a way that is reassuring.
- Schools have a duty to proactively plan for how they will have conversations with Gypsy, Roma and Traveller parents about what relationship and sex education involves and what parents’ options are for their children, short of removing them from school. These plans should be explicit and Ofsted should take them into account during inspections and assess schools accordingly.

Further useful reading could be, Travellers’ attitudes to sexual relationships and sex education. Pavee Point Travellers Centre, 2011

## **Accessing sexual health services**

Teenage Pregnancy rates in England have been decreasing over the last few years and the Growing Up in North Yorkshire survey 2018 suggests that about 19% of Year 10 pupils are or have been sexually active. However, they do remain the group least likely to access contraceptive and sexual health advice, putting them at high risk of experiencing an unplanned pregnancy and/or contracting a sexually transmitted infection (STI). The Sexual Offences Act 2003, does not limit children’s right to RSE and sexual health support and advice. Please see the section below for further information on the Sexual Offences Act.

Easy access to young-people friendly contraceptive services has been identified as key factors in areas with declining teenage conception rates. Schools can find their nearest sexual health clinics at <https://yorsexualhealth.org.uk/> which provides up-to-date information. Enabling pupils to access sexual health services should be part of the planned RSE curriculum with secondary school aged pupils.

In some areas pupils have access to on-site sexual health provision which may be provided by the healthy child team and / or sexual health team eg a school nurse drop-in which may include advice about sexual health, some contraception services like the condom distribution scheme and STI testing. If this service is being offered on the school site approval needs to be agreed by the governing body and be included in the school's RSE policy. Parent/carers need to be informed that the service is available on the school site.

There may be occasions where a pupil needs to attend an appointment during school hours that is away from the school site. e.g. sexual health clinic, hospital etc. Schools will need to make sure that they have systems in place to deal with these requests in a confidential manner. Staff may be able to accompany a pupil with the agreement of the Headteacher ensuring all safeguarding aspects are considered in line with the Safer Working Practices for staff. Health professionals will assess the young person using Fraser Guidelines and will also encourage them to talk to their parents/carers.

All staff should be aware of the North Yorkshire safeguarding procedures around working with sexually active young people. In all cases where the sexually active young person is under the age of 13, a full assessment must be undertaken. Each case must be discussed with the school's senior member of staff, with designated responsibility for Child Protection.

### **Sexual Offences Act 2003**

The Sexual Offences Act aims to clarify what constitutes a crime of sexual nature against children, young people and adults. The Act does not limit children's right to RSE and sexual health support and advice. The aim of the Act is to protect young people from sexual abuse or sexual exploitation. The Act recognises:

- The legal age for young people to consent to have sex is still 16, regardless of sexual orientation
- Although the age of consent remains 16, it is not intended that the law should be used to prosecute mutually agreed teenage sexual activity between two young people of a similar age, unless it involves abuse or exploitation
- Young people under 16, including those under 13, can continue to seek sexual health and contraceptive information, advice or treatment in confidence
- The law ensures that those providing information and support with the purpose of protecting a young person from pregnancy, STIs, protecting their physical safety or promoting their wellbeing, will not be guilty of an offence
- The aim of the law is to protect the safety and rights of young people and make it easier to prosecute people who pressure or force others into having sex they don't want

Staff should report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with Designated Safeguarding responsibility. The Designated person will then, in line with the School's Child Protection policy take action as appropriate.

### **Additional guidance and information on a range of aspects that link to Relationships Education, RSE and Safeguarding to inform a school's RSE Policy and effective Relationships and RSE provision**

In relation to the aspects set out below all pupils need to learn the correct terminology to describe the private parts of their body, that their body belongs to them and know how to seek help. Pupils need to be taught about healthy, equal and safe relationships and consent both on and off line and peer to peer abuse. These are key elements in a school's approach to safeguarding.

**Sexting in schools and colleges: responding to incidents and safeguarding young people - UKCCIS Guidance** <https://www.gov.uk/government/publications/sexting-in-schools-and-colleges>

The UKCCIS guidance ‘Sexting in schools and colleges, responding to incidents and safeguarding young people’ is non-statutory, but should be read alongside ‘Keeping children safe in education’. This important guidance should be read and understood by DSLs, appropriately communicated to the staff team and incorporated into the school’s online safety policy.

It is clear guidance to schools about how they should handle incidents where pupils under-18 take and/or share naked images of other under-18s, including themselves. This guidance takes a safeguarding focus, rather than a simple criminal response, and, in some circumstances, allows schools to deal with incidents without involving the police. There is no clear definition of ‘sexting’. Instead, this document talks about ‘youth-produced sexual imagery’. This is imagery that is being created by under 18s themselves and involves still photographs, video, and streaming. In the guidance, this content is described as sexual and not indecent.

Incidents covered by this guidance:

- Person under 18 creates a sexual image of themselves and shares it with another person under 18.
- A person under 18s shares an image of another under 18 with another person under 18 or an adult.
- A person under 18 is in possession of sexual imagery created by another person under 18.

Incidents not covered by this guidance:

- Under 18s sharing adult pornography.
- Under 18s sharing sexual texts without sexual imagery.
- Adults sharing sexual imagery of under 18s. (This is child sexual abuse and must always be reported to police.)

### **Pornography**

Research shows that an increasing number of young people are being exposed to pornography. Pornography can depict a lack of communication about choices, sexual consent and contraception, and often shows violent and oppressive behaviours particularly towards women, which can be frightening and confusing, and make young people, feel pressured to behave in particular ways. Teaching about pornography should be part of the planned PSHE curriculum (RSE) for secondary schools and should emphasise that it is not the best way of learning about healthy, consensual sex. Teaching should build on learning about relationships, gender expectations of sex, body image, consent, gender stereotypes and the importance of healthy, loving and respectful relationships. Pornographic images must never be shown to pupils, and there is no need for teachers to look at pornography to plan their teaching.

Teaching about pornography is integrated into the [NYCC PSHE entitlement framework](#) for secondary schools alongside signposting to a range of supporting teaching and learning resources such as the [PSHE association around consent which covers pornography](#) .

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

The definition of CSE was updated by the government in February 2017, ‘Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18



into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Governments update on Child sexual exploitation is available at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/591903/CSE\\_Guidance\\_Core\\_Document\\_13.02.2017.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf)

The Local Children's Safeguarding Board has produced a practice guide for professionals and training on CSE available at: <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>

### **Sexual violence and sexual harassment between children in schools and colleges (DfE), May 2018 and from Keeping Children Safe in Education**

The advice provided by the Department for Education focuses on, child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of all ages, from the primary through secondary stage and into colleges and is referring to the following types of behaviours:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals (Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate)

Keeping Children Safe in Education has a section on peer on peer abuse, sexual violence and sexual harassment and that staff should be aware of the importance of :

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;

A school needs to ensure their policies include peer on peer abuse, sexual violence and harassment and that these behaviours are challenged within a school and that the learning about these behaviours is part of the planned RSE curriculum for pupils including how to get help and support.

### **Upskirting**

Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person’s clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It is now illegal. [More information can be accessed here](#)

### **Harmful sexual behaviour**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. It can be displayed towards younger children, peers, older children or adults, and is harmful to the children and young people who display it, as well as the people it is directed towards.

Technology assisted HSB (TA-HSB) is sexualised behaviour which children or young people engage in using the internet or technology such as mobile phones. As with 'offline' HSB, TA-HSB encompasses a range of behaviours including:

- viewing pornography (including extreme pornography or viewing indecent images of children)
- sexting

Brook have devised the ‘Traffic Light Tool’ to help professionals who work with children and young people to identify, assess and respond appropriately to sexual behaviours. The normative list aims to increase understanding of healthy sexual development and distinguish it from harmful behaviour for different aged children and young people. The traffic light tool and all supporting guidance can be found at [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)

The Local Children’s Safeguarding Board has produced a practice guide for professionals <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>

[NSPCC provides some Online courses \(at a cost\) to help manage harmful sexual behaviour in primary or secondary schools in the UK](#)

### **Female Genital Mutilation (FGM)**

FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons. FGM is internationally recognised as a violation of human rights of girls and women. FGM is illegal in the UK. It’s also illegal to take a British national or permanent resident abroad for FGM or to help someone trying to do this.

The Local Children's Safeguarding Board has produced a practice guide for professionals and has training on FGM available at: <http://www.safeguardingchildren.co.uk/professionals/practice-guidance>

Free online training is available from the Home Office at <https://www.fgmelearning.co.uk/> which aims to give an overview of FGM, signs and symptoms and the law.

#### FGM - Reporting duty on teachers

Since 1985 it has been a serious criminal offence under the Prohibition of Female Circumcision Act to perform FGM or to assist a girl to perform FGM on herself. The Female Genital Mutilation Act 2003 tightened this law to criminalise FGM being carried out on UK citizens overseas. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

The Serious Crime Act 2015 strengthened further the legislation on FGM and now includes:

- the right to anonymity for victims
- the offence of failing to protect a girl aged under 16 from the risk of FGM
- the provision of Female Genital Mutilation Protection Orders (FGMPO); and
- the duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

NB For school staff discovering FGM will occur from a disclosure and not a physical examination.

You can download a fact sheet from the Home Office about the law on FGM here:

<https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation>

#### Forced Marriage (FM)

A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used. It is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The Anti-social Behaviour, Crime and Policing Act 2014 makes it a criminal offence to force someone to marry. This is a separate issue from arranged marriage. Young people can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. For further information go to <https://www.gov.uk/forced-marriage>.

## Appendix 1

#### RSE Policy checklist and template

Please use the checklist and all the supporting information throughout this guidance document to enable the school to develop an effective Relationships Education and RSE policy.

#### XX School Policy for Relationships and Sex Education (RSE)

Reference to statutory legislation, safeguarding, school responsibilities	<b>Starting to plan for the implementation of the statutory requirements for September 2020</b> Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. <a href="#">The final Relationships Education, Relationships and Sex Education and Health Education guidance was published in June 2019.</a>
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	<p>Schools that adopt the new curriculum early will still need to meet the current sex and relationship education statutory guidance from 2000. Sex and Relationship Education Guidance (2000) Ref: DfES 0116/2000. <a href="https://www.gov.uk/government/publications/sex-and-relationship-education">https://www.gov.uk/government/publications/sex-and-relationship-education</a></p> <p>Meeting safeguarding responsibilities as set out in the Keeping Children safe Guidance</p> <p>Meeting the requirements of the Equality Act 2010</p> <p>Understanding of the Ofsted inspection framework and links to the Relationships Education, RSE and Health Education</p>
Consultation	<p>Arrangements for consulting with the whole school community have been described:</p> <ul style="list-style-type: none"> <li>• How are pupils, parents/carers, governors, staff, partners and stakeholders going to be consulted and involved in the development / review of the RSE policy and provision?</li> <li>• Are all staff aware of the policy and provision? Has it been discussed at a whole staff meeting?</li> <li>• How will the policy and provision be disseminated to the whole school community?</li> <li>• How will the policy and provision be shared with any external providers to ensure their contribution adds value to the RSE curriculum?</li> </ul>
Reference to related school policies	<p>This policy could link to: (for example please list the relevant ones in school)</p> <ul style="list-style-type: none"> <li>• Safeguarding / child protection.</li> <li>• Confidentiality Policy</li> <li>• Anti-bullying policy</li> <li>• PSHE Policy</li> <li>• Online safety policy</li> <li>• Inclusion Policy</li> <li>• Teaching and Learning</li> <li>• Assessment</li> <li>• Science</li> <li>• Equalities Duty</li> </ul>
The definition for RSE	<ul style="list-style-type: none"> <li>• What is the definition of relationships education, relationships and sex education and health education?</li> <li>• How is it defined in the context of the school?</li> <li>• What does the school consider that Relationships Education and RSE includes?</li> <li>• For primary schools will the school teach sex education?</li> </ul>
The school's statement of values and ethos	<p>All policies should be informed by the school's overall ethos and culture:</p> <ul style="list-style-type: none"> <li>• What values will underpin the Relationships Education and RSE policy?</li> <li>• How are pupils supported to identify and develop these values as they progress through the school?</li> <li>• What are the learning experiences that help pupils develop their own set of moral values, which may include pupils reflecting on a variety of different issues, viewpoints, situations and case studies?</li> </ul>
What will be	<p>Consideration needs to be given to the school's overall aims and objectives</p>

<p>the aims, objectives and outcomes of RSE?</p>	<p>and how these inform practice in teaching RSE in the school?</p> <ul style="list-style-type: none"> <li>• What is the school trying to achieve through the Relationships Education and RSE provision?</li> <li>• How does this relate to the wider PSHE provision and the wider curriculum?</li> <li>• What will be the learning outcomes for pupils (what will they be able to demonstrate) from taking part in the RSE programme (incorporating the statutory learning outcomes from 2020)?</li> <li>• What is the universal entitlement for all pupils?</li> <li>• Does there need to be targeted work for some pupils e.g SEND, GRT etc</li> </ul>
<p>Statement of responsibilities of all stakeholders</p>	<ul style="list-style-type: none"> <li>• The Governing Body</li> <li>• Headteacher</li> <li>• PSHE co-ordinator</li> <li>• Parents/Carers</li> <li>• External agencies</li> </ul>
<p>Parents/carers right to withdraw</p>	<ul style="list-style-type: none"> <li>• How will parent/carers be informed about how and when relationships education and RSE are going to be taught across all the year groups and that they do have the right to withdraw from sex education only? Whose responsibility will this be?</li> <li>• Does there need to be any special consideration for working with any parents within the school?</li> <li>• What are the procedures if a parent/ carer wishes to withdraw their child from sex education (from September 2020 up to three terms before a child is 16, a child can then request sex education)?</li> <li>• If a pupil is withdrawn, physical where will they go and how will they be protected from the possible reaction of peers to this withdrawal? (the pupil has to remain on school site)</li> <li>• How will parents / carers be supported to enable them to talk to their children about Relationships Education and RSE?</li> <li>• Will parent/carers be invited to see the resources / attend a workshop? Will any parents need individual support ?</li> </ul>
<p>Working with external agencies</p>	<ul style="list-style-type: none"> <li>• Do any external agencies support the delivery of Relationships Education and RSE?</li> <li>• Who will have responsibility for liaising with the external agency and making all the relevant checks on the person / organisation?</li> <li>• Will the 'Partners in Schools Agreement Form' be used for each new external agency? Whose responsibility will this be?</li> <li>• Who will ensure the input of the external agency is clearly planned to fit into the school's Relationships Education and RSE programme and is monitored and evaluated?</li> <li>• Who will ensure all staff understand their roles and responsibilities when supporting the learning of pupils in partnership with the external agency?</li> </ul>
<p>Delivery of RSE and the curriculum</p>	<ul style="list-style-type: none"> <li>• Is it clear where all aspects of the Relationships Education and RSE curriculum are taught and the intended learning outcomes for each year group (PSHE, ICT, cross –curriculum, enrichment days)?</li> <li>• Who is expected to teach the RSE curriculum and what training have they received and how are further training needs met?</li> <li>• Is there an explanation of the methodology for selecting resources (a</li> </ul>

	<p>suggestion is that governors have seen the resources and approved their use)</p> <ul style="list-style-type: none"> <li>• How will the school ensure that a range of resources and teaching methodologies are used based on good practice?</li> <li>• How is it ensured that all pupils have equal access to the Relationships Education and RSE programme?</li> <li>• How are pupils different abilities, levels of maturity and personal circumstances (sexual orientation, gender identity, faith or culture) recognised and respected?</li> </ul>
Procedures for assessment, monitoring, evaluating and reviewing	<ul style="list-style-type: none"> <li>• Consultation and involvement of pupils in RSE is crucial if teaching is to meet their needs and address the issues they are facing- how is the pupils prior learning assessed and how are pupils engaged in the evaluation of the RSE provision?</li> <li>• How will the school ensure all pupils make progress in achieving the expected educational outcomes for Relationships, RSE and Health Education from September 2020</li> <li>• How will the school provide evidence of the pupils' learning?</li> <li>• What are the key aspects from the school's 'Growing up In North Yorkshire' bi-annual survey that needs to be reflected in the curriculum?</li> <li>• How will staff training needs be identified?</li> <li>• How will resources be reviewed and renewed if appropriate?</li> </ul>
Confidentiality and Safeguarding issues are addressed	<ul style="list-style-type: none"> <li>• How will the school ensure that all members of staff who deliver RSE develop ground rules with the pupils to support the teaching of sensitive issues?</li> <li>• Are all staff trained in effective PSHE methodology e/g distancing techniques?</li> <li>• What is the agreed procedure for all staff to manage the asking of a particularly sensitive question that appears to be inappropriate in the circumstances, and are all staff aware of the agreed procedures?</li> <li>• Are all staff up-to-date with their child protection training / safeguarding training ?</li> </ul>
Pupils are advised where to get confidential advice	<ul style="list-style-type: none"> <li>• Are pupils informed of where to access age appropriate help inside and outside of school</li> <li>• The school is aware of local support services / on-site sexual health services and staff who are teaching RSE ensure they provide up-to-date information to the pupils?</li> </ul>
Young People accessing sexual health services (secondary schools)	<ul style="list-style-type: none"> <li>• Are staff aware of local sexual health services? <a href="https://yorsexualhealth.org.uk/">https://yorsexualhealth.org.uk/</a></li> <li>• Is there a school health drop in on the school site? Has this been approved by the governing body and have parents / carers been informed what the service provides?</li> <li>• What procedures are in place to ensure pupils can access appropriate services if required either after or during the school day?</li> <li>• Is the planned RSE curriculum ensuring pupils know where to and how to access sexual health services?</li> </ul>
Other aspects for schools to consider	<ul style="list-style-type: none"> <li>• How does the school teach about different families and the taught curriculum is inclusive of lesbian, gay and bisexual and trans aspects and transphobic, biphobic and homophobic language / bullying is tackled ?</li> </ul>

	<ul style="list-style-type: none"> <li>• Are all staff aware of the Sexual Offences Act and their safeguarding duties?</li> <li>• Are all staff aware of sexting, pornography, child sexual exploitation, peer on peer abuse, sexual violence and harassment, sexualised behaviour, upskirting, forced marriage and female genital mutilation and the school's procedures for managing any of these issues as well as how to effectively teach the agreed aspects as part of the taught RSE / PSHE programme? How do staff receive regular training to support them effectively teach RSE and the emerging issues?</li> </ul>
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## Appendix 2

**Sample letter for primary schools which needs to be adapted to ensure it reflects the provision within the school that could be sent out to parents / carers to support the delivery of relationships and sex education.**

**Supporting information for the school to consider and ensure is in place and up-to-date before sending out the letter to parents/carers. The information set out below does not need to go into the letter.**

This letter needs to support the content of your schools Relationships and Sex Education Policy which is a statutory policy and parents/carers require access to it.

The government are making Relationships Education, RSE and Health Education statutory for all pupils in September 2020. To support schools implement a planned PSHE curriculum there is a North Yorkshire PSHE and Citizenship planning and assessment toolkit available for key stage 1-2 available at <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

Parents / carers will not be able to withdraw their children from Relationships Education and Health Education but from they will still have the right to withdraw their child from all, or part, of sex education.

The government have produced some supporting information leaflets for parents which could also be accessible for parents to read <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

This letter is only an example of the type of information you may like to provide to parents and carers to support the delivery of Relationships and Sex Education. The guidance for the letter has been developed in partnership with schools and parents/carers, as parents have reported that they often do not receive enough detail about what the content of the curriculum is. The content of the letter needs to reflect what is taught in your school, when and the methodology that is used. If you have any further questions please contact Clare Barrowman, Health and Wellbeing Adviser, Education and Skills at [clare.barrowman@northyorks.gov.uk](mailto:clare.barrowman@northyorks.gov.uk) or on 01609 536808.

**Proposed letter content which needs to be adapted to meet the needs and delivery model of your school.**

Dear Parent / Carer

As a school we are committed to providing all pupils with a planned Personal, Social, Health, Education (PSHE) programme to enable them to acquire the knowledge, understanding, skills and strategies they need to develop an understanding of themselves, empathy and the ability to work

with others to help pupils form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives. A full outline of our PSHE curriculum is published on our school website (insert link)

The Government have made Relationships Education and Health Education statutory for all schools from September 2020 but they are encouraging all schools to adopt the new learning outcomes as early as possible so we have already integrating the statutory requirements into our planned PSHE curriculum and other supporting curriculum opportunities.

The Government have produced some information leaflets for parents to explain what the new curriculum consists of and is trying to achieve. These can be accessed at <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

As part of the schools planned programme we teach pupils about, 'Me and My Relationships' which covers aspects of Relationships Education and Relationships and Sex Education. The aim is to ensure pupils learn about the emotional, social and physical aspects of growing up, healthy relationships and keeping themselves safe both on and offline. Key aspects of this curriculum area also included (this should state what is taught in your schools curriculum):

- Year 1 being taught the names for different body parts which include the names for external genitalia.
- Year 1 / 2 / 3's are taught about what physical contact is acceptable or unacceptable. This is vital to support the work we do in keeping all pupils safe. Pupils need to have the language to describe the private parts of their body and learn that their body belongs to them, they have a right to say no both on and offline (consent), and that they should tell an adult if they're upset or worried. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. You can find out more at <http://www.nspcc.org.uk/>
- In Year 4 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line . This learning continues in Year 5 and 6
- In Year 5 pupils learn about all the external and internal genitalia and the ways in which children grow and develop in puberty both physically and emotionally.
- In Year 6 pupils further develop their understanding of the physical and emotional changes they go through at puberty *and about human reproduction*.

*(if your school is using the busy bodies resource to teach pupils about puberty at Year 5 / 6 then you make like to reference the web address here so parents can view the resource- you would need to make it clear which of the sections the school were using.*

[https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies))

- Throughout all year groups pupils learn about, 'Different Families' which does include lesbian, gay and bisexual couples and there is also work on gender identity which includes information about trans children and young people.

Teaching staff approach this aspect of the curriculum very sensitively and are aware of how it contributes to pupils development supporting them to develop healthy relationships, keep themselves safe and having factually correct information and the skills to positively manage the physical and emotional changes that will happen as they grow into hopefully happy, confident and responsible teenagers.

Parents and carers also play a vital role in talking to your child(ren) about this important part of growing up and keeping themselves safe. To help you understand the type of questions children of



different ages may ask and how to best respond to them further information can be obtained from the family planning association website – parent/carers section at <https://www.fpa.org.uk/help-mums-dads-and-carers>

Some aspects of this curriculum are delivered through the National Curriculum Science and some through the PSHE curriculum. Until September 2020, Parents / carers do have the right to withdraw your child(ren) from the relationships education curriculum but we would ask that you contact XX to further discuss any questions you may have. From September 2020 parents will be unable to withdraw children from the Relationships Education and Health Education. *As a school we have decided to teach sex education in Year 6 which parents will still be able to withdraw their children from.*

If you would like to see the school's Relationships and Sex education policy, any of the teaching resources or have any further questions about this aspect of the curriculum please can you contact XXXX (*or you could hold an open parents RSE session to show the resources and to enable you to discuss further the aims and methodology of the RSE planned programme*).

### Appendix 3

**The following documents and organisations may be helpful when developing a policy and curriculum** (All web addresses were correct at time of publication in September 2019):

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1 and 2 <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 3 and 4 <http://cyps.northyorks.gov.uk/health-wellbeing-phse>

The above two documents have a resource section that provides guidance on how to select appropriate resources and signposts to a range of resources that would support the delivery of a whole school approach to Relationships Education and RSE

Sex Education Forum has a range of resources and fact sheets to support RSE. It also provides a suggested scheme of work for primary and secondary schools. [www.sexeducationforum.org.uk/](http://www.sexeducationforum.org.uk/)

PSHE association has a range of supporting information. Some resources are only available through membership this includes guidance on reviewing your schools RSE policy <https://www.pshe-association.org.uk/>

[www.yorsexualhealth.org.uk](http://www.yorsexualhealth.org.uk) Details of local sexual health services in North Yorkshire, including opening times and locations.

Lesbian, gay, bisexual and Trans (LGBT) guidance for professionals who work with children and young people (North Yorkshire County Council) <http://cyps.northyorks.gov.uk/equalities-and-diversity>

Stonewall provides information and resources to support Lesbian, Gay, Bisexual and Trans issues. [www.stonewall.org.uk](http://www.stonewall.org.uk)

Gender Identity Research and Education Society (GIRES) provide information on Trans and non-gender confirming people <http://www.gires.org.uk/>.

## Appendix 4

### Partners in School Agreement Form Supporting the Personal, Social, Health, Citizenship and Economic Education

The aim of this document is to ensure that both the school and the external partners are mutually aware of the other's expectations and to ensure that a high quality teaching and learning session is the guaranteed outcome. To ensure the pupils benefit fully from the contribution of the partner agency the following form needs to be completed and the planning checklist needs to be considered prior to the session running in the school.

<p><b>School:</b></p> <p><b>Lead contact person:</b> <b>Second contact person:</b></p> <p><b>Tel:</b></p> <p><b>Email:</b></p>
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<p><b>Agency:</b></p> <p><b>Lead contact person:</b> <b>Name of person(s) delivering the session:</b></p> <p><b>Tel:</b></p> <p><b>Email:</b></p>
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<p><b>What is the aim of the session?</b></p> <p><b>What type of session is being delivered? (lesson, assembly, drop down day etc)</b></p> <p><b>What are the intended learning outcomes for the students?</b>  <b>How does the session contribute to the pre and post learning for the pupils that are within the taught planned PSHE curriculum?</b>  <b>Is the partner agency delivering the whole session or contributing to part of session?</b></p> <p><b>What activities and methods will be used during the session?</b></p> <p>(If possible please send a copy of any session plan and supporting resources to the lead contact person at the school before the session runs to ensure appropriateness of resources for the age group)</p>
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<b>Date/Time</b>	<b>Year / Class</b>	<b>Number of students</b>	<b>Any special needs or sensitive issues to be</b>	<b>Any equipment that needs to be provided by the school?</b>

			<b>aware of?</b>	

**Planning checklist**

<b>Aspects to be considered</b>	<b>Any agreed actions</b>
Is it clear how the partner's contribution fits with and enhances the planned PSHE and Citizenship scheme of work?	
Is there a good understanding of the values and beliefs of the partner agency and the reasons for working with schools? (an internet search, feedback from other schools etc)	
Is there a Single Central Record (SCR) of recruitment and vetting checks in place for staff and others identified as having regular contact with pupils, including volunteers?	
Have identified members of staff been identified who will remain with the pupils and be responsible for behaviour management whilst the partner agency is providing their input?	
Are measures in place to ensure the school knows the identity and purpose of all visitors to the school, so that no unknown adults can gain unchallenged access to pupils or to any part of the school site?	
Is a risk assessment required?	
Have the relevant school policies been discussed and if required access been given e.g behaviour, child protection, health and safety, substances and relationships and sex ?	
Does the partner agency understand confidentiality, safeguarding procedures and who to signpost pupils to if an issue arises?	

**Effective teaching and learning in Personal Social Health Education by partner agencies**

Effective teaching and learning in PSHE occurs when:

- Sessions take into account student starting points and are based on needs analysis
- There are clear learning objectives and outcomes that are shared with students

- There is regular assessment of student progress against the learning outcomes by questioning students during the lesson and observation of activities
- Teaching and learning strategies are engaging and allow opportunities for students to apply their knowledge, skills and understanding and develop as independent learners
- Presenters have a good depth of subject knowledge and feel confident in delivering a session on the subject
- Presenters manage discussions on sensitive and controversial issues with skill
- Lessons are based on real life scenarios that reflect the everyday issues that students face, using data and contextual information that isn't readily available to the school
- Negotiated ground-rules establish a safe climate for learning and set out expected behaviours for learning
- A variety of questioning techniques are used, including students asking and finding out the answers to their own questions
- A wide range of imaginative resources are used that stimulate, enthuse and engage students' interests.
- Students demonstrate the ability to listen to others and participate in discussions, leading to them being able to make informed decisions and choices

Prior to the session, partners may wish to negotiate with the school:

- Where the in-put from the partner agencies fits into the scheme of work and how the session will be followed up by the school
- How/when students are made aware of the session and its links with their programme of study
- How/when a teacher may intervene in a session
- Whether the partner will be the sole deliverer of the session or whether it will be a 'team-teach' approach with the partner acting as the expert witness