

With God, everything is possible (Matthew 19:26)
#everythingispossible



Queen's Park C.E./U.R.C Primary School
Relationships and Sex Education Policy
(RSE)
2025

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

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Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26)

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 (section 34 and 35)*
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*

- Education Act 1996
- 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, 2022)
- Promoting fundamental British values through SMSC (DfE, 2014)

2. Definitions

2.1 The DfE guidance states that “children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships”¹.

2.2 In primary schools the focus should be on “teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe”². This is taught through the topics of families and ‘the people who care for me’, caring friendships, respectful, kind relationships, online safety and awareness 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.

¹ Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers Page 2

² Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, and teachers Page 7

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

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 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, kind relationships.*
- Online safety and awareness.*
- 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

acknowledgement of the variety of home circumstance that make healthy families (including single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a support structure around them who provide nurturing environments (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 lead reviews the current provision and make recommendations.

4.2 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.

Queen's Park will provide a free of charge policy to anyone who asks for one.

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 and the opportunity to discuss curriculum content (including any external providers the school uses).*
- The delivery of the relationships, sex and health curriculum for wellbeing and safety (including what is taught in each year group through a sample of the resources). Followed by the opportunity to discuss/view all materials.*
- The legalities surrounding withdrawing their child from the subjects*
- Information on how to support/complement RSHE teaching in schools (including managing conversations with their child(ren) about RSHE topics).*
- Information on how to request a child is withdrawn from some or all of sex education delivered as part of statutory RSHE.*
- Information on how content is made accessible to all pupils, including those with special educational needs or disabilities (SEND)*
- Any external resources (e.g. Family Planning Associations' 'Growing up with Yasmine and Tom') materials are also available for parents*

to view. The school will ensure no contractual restrictions prevent parents from viewing all curriculum materials used.

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:

- Training sessions*
- Drop-in sessions for parents*
- Letters and guidance sent to parents*

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*

5. Statement of Intent

5.1 At Queen's Park, we understand that pupils must be provided with an education that teaches the skills and knowledge that forms the building blocks of all positive relationships, supporting children to grow into kind, caring adults who have respect for others and know how to keep

themselves and others safe. 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 understanding positive relationships but also equips the children to keep themselves and others safe, 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 and make links between physical and mental health, to recognise when things are not right with their own health or the health of others and seek support when needed.

5.7 We understand our responsibility to deliver a high-quality relationship, and health curriculum for all our pupils based on best practice. We promote openness so that pupils can check their understanding and seek any necessary help and advice.

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, ensure the policy is available to parents 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, 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. Any discussions that take place linked to withdrawal from non-statutory sex education will be documented through formal record keeping.

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 leader 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. 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 citizens³”.

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.

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 2025

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.

³ Relationships Education, Relationships and Sex Education (RSE) and Health Education, p.35, para. 62

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.

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 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.

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/RSF%20for%20disabled%20pupils%20and%20pupils%20with%20SEN%20-%20SEF.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. Any discussions will be documented by the Head Teacher to ensure a formal record is kept.

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 Reverend Kath 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 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 Head Teacher is responsible for reviewing the policy on an annual basis and the next scheduled review date for Governing Board ratification of this policy is September 2026.

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*

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

Our lessons link with those produced by The Family Planning Association (FPA) which has been teaching health and sex education since the 1930s - you may have their patient leaflets while waiting in doctors' surgeries. We know that teaching Relationships and Sex Education (RSE) is a big responsibility and so our lessons are called "Growing up with Yasmine and Tom", which is a unique, interactive and practical set of RSE lessons that class teachers use to ensure children are both educated on topics appropriately and protected. This set of lesson plans and modules meet the statutory Department for Education guidance (national curriculum) and are also accredited by the PSHE Association.

All lessons are taught using simple, child-friendly language and pictures, which help children understand changes more effectively. Animation, sound and touch-screen activities bring the characters Yasmine and Tom to life. The lessons cover the full curriculum including relationships, families, friendships, diversity, the body, online and offline safety and much more.

<i>Year Group</i>	<i>Relationships, Sex and Health Education</i>
<i>EYFS</i>	<i>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</i>
<i>Year 1</i>	<i>Yasmine and Tom - Differences</i>
<i>Year 2</i>	<i>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Yasmine and Tom - My Brilliant Body</i>
<i>Year 3</i>	<i>Yasmine and Tom Me, Myself and I</i>
<i>Year 4</i>	<i>Jealousy Love and loss</i>

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	<i>Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals Yasmine and Tom - Introduction to body changes</i>
<i>Year 5</i>	<i>Yasmine and Tom - Changes</i>
<i>Year 6</i>	<i>Relationships Yasmine and Tom - Living and Growing</i>

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 Education⁴.

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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with factual description of conceptions in the science curriculum"⁵.

Families and	Curriculum content:
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⁴

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf Page 8-10

⁵

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf Page 11 paragraph 30

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<i>people who care for me</i>	• That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<i>Caring friendships</i>	<i>Curriculum content:</i> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
<i>Respectful, kind relationships</i>	<i>Curriculum content:</i> • How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners.

	• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<i>Online Safety and awareness</i>	<i>Curriculum content:</i> • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
<i>Being safe</i>	<i>Curriculum content:</i> • What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.

	• How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.⁶
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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*
- 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.*

⁶

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

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 (including penis, vulva, vagina following DFE guidance) 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 material to others that they would not want shared

	further and that they are not to share personal material which is sent to them.
Getting support and reporting concerns	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.
Viewing harmful content	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).
Explicit material and pornography	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.
How data is collected and shared online	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.

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. This is inclusive of ensuring the content of external support services is trusted, high-quality and locally relevant in line with DFE guidance.

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.

For all questions related to topics not covered (non-statutory sex education) or those posed by a withdrawn child, the following pathway is used: Teachers will handle such questions with an emphasis on supporting the child. This may include asking a pupil to speak to their parents or a trusted

adult, signposting support services where needed. Teachers will avoid encouraging children to turn to sources of information online as these can be inappropriate or inaccurate.

All teachers receive CPD on handling questions that are better not dealt with in the classroom.

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/RE%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/>

With God, everything is possible (Matthew 19:26)
#everythingispossible

<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

Unicef www.unicef.org.uk

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