North Yorkshire Guidance for schools on developing a Relationships and Sex Education Policy and implementing effective provision
Updated September 2018

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 is provided to ensure your final policy reflects the needs, ethos and responses of the school.

This guidance incorporates advice from the Department of Education and supplementary advice:

- Sex and Relationship Education Guidance (DfEE 2000)

The Government have announced that Relationships and Sex Education and Health Education will become statutory for all schools in September 2020. The draft Relationships Education, Relationships and Sex Education and Health Education guidance is out for consultation until the 7th November 2018. The draft guidance and information can be accessed at https://consult.education.gov.uk/pshe/relationships-education-rse-health-education/. It is recommended that schools start to plan for these statutory requirements before September 2020.

Some aspects from the draft guidance include: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.

- In this guidance where **topics occur equally on and offline** they are accommodated in the core content under the most applicable theme with the assumption that teachers will deliver them in a context that reflects that pupils will be negotiating issues and opportunities in these areas on and off line. Where there are topics with exclusively online content or implications this is drawn out explicitly.
• 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.
• Schools are free to determine how they address Lesbian, Gay, Bisexual and Trans (LGBT) specific content, but the Department recommends that it is integral throughout the programmes of study.
• Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE until the child is three terms off being sixteen when they can request RSE
• Schools should have the same high expectations of the quality of pupils’ work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

<table>
<thead>
<tr>
<th>Draft topic areas for primary schools</th>
<th>Draft topic areas for secondary schools</th>
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<tr>
<td>Relationships Education</td>
<td>Relationships and Sex Education</td>
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<td>• Families’ and people who care for me</td>
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<td>• Caring friendships</td>
<td>• Respectful relationships, including friendships</td>
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<td>• Respectful relationships</td>
<td>• Online and media</td>
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<tr>
<td>• Online relationships</td>
<td>• Being Safe</td>
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<td>• Being safe</td>
<td>• Intimate and sexual relationships including sexual health</td>
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<td>• Relationships Education will be compulsory in all primary schools but sex education will not be for primary schools but a primary school can determine whether they need to cover any additional content on sex education to meet the needs of their pupils</td>
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<td>Health Education</td>
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<td>• Mental wellbeing</td>
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<td>• Internet safety and harms</td>
<td>• Internet safety and harms</td>
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<td>• Physical health and fitness</td>
<td>• Physical health and fitness</td>
</tr>
<tr>
<td>• Healthy eating</td>
<td>• Healthy Eating</td>
</tr>
<tr>
<td>• Drugs, alcohol and tobacco</td>
<td>• Drugs, alcohol and tobacco</td>
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<tr>
<td>• Health and prevention</td>
<td>• Health and prevention</td>
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<td>• Basic First Aid</td>
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<td>• Changing adolescent body (puberty)</td>
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**Keeping Children Safe in Education, September 2018**
When considering relationships and education a school needs to be aware of the information about peer on peer abuse, sexual violence and sexual harassment between children contained in the updated ‘Keeping children safe in education guidance for schools’. 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. Further information on this is detailed on page 15 of this guidance document.

**Consultation**
It is good practice to consult with the whole school community when developing or reviewing the school’s RSE policy. The following are prompts to support this process:
• How are pupils, parents/carers, governors, teaching and non-teaching staff, partners and stakeholders going to be consulted and involved in the development / review of the RSE policy?
NYCC Relationships and Sex Education Guidance for schools Updated September 2018

- Are all staff aware of the policy? Has it been discussed at a whole staff meeting?
- How will the policy be disseminated to the whole school community?
- How will the policy be shared with external providers to ensure their contribution adds value to the RSE curriculum?

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 has been with Stonewall. A whole days training to support schools to deliver effective relationships and sex education run each academic year. Information on the training available can be accessed at www.nyeducationservices.co.uk
Bespoke training can also be delivered to a school / cluster of schools as a twilight training session or on a school training day.

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

<table>
<thead>
<tr>
<th>Index</th>
<th>Page number</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is relationships and sex education and why is it important?</td>
<td>4</td>
</tr>
<tr>
<td>The status of relationships and sex education in schools and statutory requirements up to September 2019</td>
<td>4</td>
</tr>
<tr>
<td>What is high quality relationships and sex education?</td>
<td>6</td>
</tr>
<tr>
<td>Key features to consider for the development of an effective RSE policy</td>
<td></td>
</tr>
<tr>
<td>Definition of RSE</td>
<td>7</td>
</tr>
<tr>
<td>Schools values, ethos, aims, objectives and outcomes for RSE.</td>
<td>7</td>
</tr>
<tr>
<td>Roles and responsibilities</td>
<td>7-9</td>
</tr>
<tr>
<td>Parent/Carers – Parental right to withdraw</td>
<td>9</td>
</tr>
<tr>
<td>Working with external agencies</td>
<td>9</td>
</tr>
<tr>
<td>Delivery of RSE and the curriculum</td>
<td>9</td>
</tr>
<tr>
<td>Assessing, monitoring, evaluating and reviewing RSE</td>
<td>10</td>
</tr>
<tr>
<td>Safeguarding and Confidentiality</td>
<td>11</td>
</tr>
</tbody>
</table>

Additional guidance to inform a school’s RSE Policy

Diversity                                                         | 11          |
Work on ‘different families' and Lesbian, Gay, Bisexual and Trans (LGBT) | 11          |
Young people accessing sexual health services                      | 12          |
Sexual Offences Act                                                | 12          |
Sexting in schools and colleges: responding to incidents and safeguarding young people - UKCCIS Guidance | 13          |
Information on teaching about pornography                          | 14          |
Child Sexual Exploitation (CSE)                                    | 14          |
Dfe guidance on Sexual violence and sexual harassment between children in schools and colleges (DfE), May 2018 | 15          |
Observing sexualised behaviour in pupils                           | 15          |
Female Genital Mutilation (FGM)                                    | 16          |
Forced Marriage (FM)                                               | 17          |

Appendices
Appendix 1: RSE Policy checklist and template                      | 18          |
Appendix 2: Model letter for primary schools to send to parents / carers about the schools RSE provision | 21          |
Appendix 3: Supporting documents and resources                      | 23          |
Appendix 4: Criteria for choosing appropriate resources to support the teaching of RSE. | 24          |
Appendix 5: Partners in School Agreement Form                       | 25          |
What is Relationships and Sex Education (RSE)?

Relationships and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality 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.

Why is relationships and sex education in schools important?

- High quality RSE helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviours for life, and learn about safeguarding both on and off line.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was ‘too little, too late and too biological’. Ofsted reinforced this in their ‘Not Yet Good Enough’ report into PSHE.
- Technology is evolving at a tremendous pace. The need to protect children and young people from inappropriate online content, cyber-bullying and exploitation is a growing concern. A comprehensive RSE programme can support in addressing these issues.
- Research shows that a comprehensive RSE programme delays sexual activity for young people and increases the likelihood of using contraception. A link has been shown between effective school based RSE and reductions in teenage pregnancy (National Survey of Sexual Attitudes and Lifestyles 2013).

The status of relationships and sex education in schools until September 2020 when it will become statutory for all schools

The RSE policy and RSE taught as part of the school’s curriculum is the statutory responsibility of the school’s governing body. School governors are in law expected to give ‘due regard’ to the Sex and Relationship Education Guidance (DfEE 0116/2000) which is the guidance for schools. Further supplementary guidance has been produced ‘Sex and Relationships Education for the 21st Century’ (March 2014).

All schools are legally obliged to have an up-to-date RSE policy that defines RSE and describes the content and organisation of RSE taught in and outside of the Science Curriculum. In primary schools if the decision is taken not to teach RSE outside the Science Curriculum this should also be documented in the policy and governors need to keep a written record of their decision. The policy needs to state how RSE is monitored and evaluated. Whilst academies are not statutorily required to have an RSE policy it would be highly recommended that they do have a document that sets out clearly the schools approach to RSE. All schools will be expected to have a RSE policy under the statutory requirements from 2020.

It is the statutory responsibility of the school’s governing body to ensure that the policy is developed and is made available to parents / carers. Parents / carers have a right to withdraw their children from any RSE taught outside the Science Curriculum.

Alongside this guidance there are a number of requirements that all schools must adhere to when providing sex and relationships education;

1) RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils, “Governing bodies and proprietors should 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 and leaders need to make sure that children and learners are taught how to recognise risk and know where to go for help when they need it” (Keeping Children Safe in Education September 2018). Specific issues referred to in the document include peer on peer abuse, sexual violence and harassment, sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships,

2) Schools maintain a statutory obligation under the Children Act (2004) to **promote their pupils’ wellbeing and pupil safeguarding**, “the promotion of physical and mental health; emotional wellbeing…..and protection from harm and neglect”

3) The Education Act (2002) and the Academies Act (2010) sets out the **following duties and whole school Ofsted inspections** consider the extent to which a school provides such a curriculum:
- Which is balanced and broadly based
- Promotes the spiritual, moral, social, cultural, mental and psychical development of pupils at the school and society
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

A comprehensive RSE programme can have a positive impact on pupils’ health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

4) The **sex education elements of the National Curriculum Science order** are mandatory for all pupils of primary and secondary school age. In primary school this includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty. In secondary schools this includes pupils learning about the structure and function of the male and female reproduction system including menstrual cycle. Though not explicitly referred to there is an expectation that teachers will cover sexual health when they teach about reproduction.

5) The **National Curriculum in England, DfE 2013, clearly states that schools, ‘should make provision for personal, social, health and economic education (PSHE), drawing on good practice’** and that ‘RSE is an important part of the PSHE education’ (Guidance -PSHE education, DfE 2013). In April 2014 the mandatory timeline was updated and clearly states that schools should **publicise on their website** ‘their school curriculum by subject and academic year, including their provision of PSHE. Academies and free schools are also required to publish information similar to that required by the regulations relating to their curriculum through their funding arrangements.’

6) **Governing bodies have a wider responsibility under the equalities legislation** (Equalities 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 21st Century Britain.

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<thead>
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<th>For all schools until September 2020</th>
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<tbody>
<tr>
<td><strong>Maintained Schools</strong></td>
</tr>
<tr>
<td><strong>Academies and Free Schools</strong></td>
</tr>
<tr>
<td><strong>Whole school curriculum</strong></td>
</tr>
<tr>
<td><strong>PSHE</strong></td>
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<tr>
<td><strong>RSE</strong></td>
</tr>
</tbody>
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education to have sex education that includes HIV and AIDS and other sexually transmitted infections

RSE Guidance
Any school that provides RSE has a statutory duty to have ‘due regard’ to the Secretary of State’s Sex and Relationship Education Guidance (DfEE, 2000)

National Curriculum
Statutory sex education in science programmes of study at Key Stages 1 to 3

RSE Policy
The Secretary of State’s 2000 guidance states that all schools should have an up-to-date policy for RSE, which must be available for inspection and to parents/carers on request

RSE policy advisable but not compulsory

Summary from SRE for the 21st Century, supplementary advice to the Sex and Relationships Education guidance DfEE (2000)

Faith Schools
This policy can be adapted for use in all schools but a school may also wish to get advice and support regarding RSE and the faith of the school from their Diocesan Education Adviser.

What is high quality sex and relationships education
The 12 principles for delivery of high quality RSE in all schools have been set out by the Sex Education Forum all based on evidence based practice:
http://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse?mc_cid=af21cd77b&mc_eid=5b0cfe0ed6

1. Is 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)
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
Effective RSE contributes to:

- positive ethos and environment for learning
- safe environment free from sexual harassment
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic and transphobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Key Features to consider for the development of an effective RSE policy

A definition of relationships and sex education (RSE)
Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality 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.

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's statement of aims and values. This underpins the ethos of the school, 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 under present guidance until September 2020 when RSE becomes statutory:
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 RSE through the national curriculum science and other curriculum areas like PSHE. In primary schools if the decision is taken not to teach RSE outside the Science Curriculum this should be documented in the policy and governors need to keep a written record of their decisions. 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. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents/carers and that they know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg school nurse. The policy should be reviewed on a three year cycle or sooner if necessary. It is good practice to identify a link governor for RSE.

The policy should also clearly reference any on site sexual health information/services as the healthy child team are now providing school drop ins in some secondary schools which can
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 schools 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’ (September 2018), “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 equality 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 statutory guidance and starting to plan how to implement the 2020 statutory requirements including any staff CPD needs as the expectation is RSE will be taught across the whole school curriculum.
- Liaise with the PSHE co-ordinator 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 parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

**The PSHE Co-ordinator**
The school has a co-ordinator 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 starting to plan how to implement 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 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 to achieve this recognise that the school might need to address some specific issue.
- 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
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- 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 when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

Parents / Carers
A school should aim to work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision then time should be taken to address their concerns. Families can be invited to review the resources and can contact the Headteacher with any queries or concerns. Families could be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children [http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers](http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers)

The Parental Right to withdraw their child from RSE lessons needs to be included in the RSE policy. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from RSE lessons. Parents have the right to withdraw their children from all, or part, of relationships and sex education, which is not part of the National Curriculum. **Parents should be notiﬁed in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns (This should to be altered to ensure it meets the agreed procedures of the school).** If a child is withdrawn they will be provided with alternative work for the duration of the lessons they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

External agencies
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 5) 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. All external visitors should have Disclosure and Barring Service check (DBS).

Delivery of RSE and the Curriculum
A successful RSE programme should be firmly embedded within the school’s framework for PSHE and the National Curriculum for Science.
- State how the RSE curriculum is delivered e.g. through Science, PSHE lessons, online safety, 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 (see appendix 3 for guidance on selecting appropriate 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 could be adapted to meet the needs of the school. The framework is part of the NYCC PSHE guidance for schools accessible at http://cyps.northyorks.gov.uk/health-wellbeing-pshe The resource also signposts to a range of supporting teaching and learning resources.

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 http://www.sexeducationforum.org.uk/resources/advice-guidance/principles-good-rse?mc_cid=af21cdd77b&mc_eid=5becfe0ed6 They have also produced a curriculum design toolkit to help schools consider what to include in RSE and how to structure the programme http://www.sexeducationforum.org.uk/resources/advice-guidance/curriculum-design-tool-0

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
• Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
• 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
• Involve pupils in discussion about learning objectives and desired outcomes
• Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
• Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
• Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The school’s Curriculum lead will be responsible for monitoring the provision of RSE and for reporting the outcomes to the Senior Leadership Team, and via the Headteacher to the governing body. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The RSE programme is regularly monitored and evaluated within the schools framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers 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 (see further guidance in appendix 3)
• 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. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. 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, with designated responsibility for Child Protection. The Designated person will then, in line with the School’s Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

Additional guidance to inform a school's RSE Policy and effective RSE curriculum

Diversity

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. Schools need to promote all pupils’ spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. 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 www.stonewall.org.uk.

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talks about families more broadly. LGB
pupils (who make up approximately 6% of any school population) often report that their RSE is solely about heterosexual relationships, or that non heterosexual identities were addressed negatively.

Pupils should be provided with the opportunities to learn about different family structures. Supporting resources have been developed to enable primary schools to introduce the topic of ‘different families – same love’. For older pupils when teaching RSE, in particular in relation to partners and sexual health issues there needs to be integrated into the curriculum learning and resources that relate to LGB relationships.

It is also important when teaching RSE at all age groups not to just refer to the two genders of boys and girls but to take the time to explore the spectrum of gender identify for example include trans and gender neutral identities as well as challenging gender stereotypes. (further information on trans identities can be found at http://www.gires.org.uk/)

**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/](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.

In some areas the healthy child teams are now providing school drop in’s which can 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 included in the schools RSE policy and 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. GUM 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 consider 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 if 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

North Yorkshire Safeguarding Children Board has a range of supporting information and guidance and online training to support professionals which can be accessed at http://www.safeguardingchildren.co.uk/

For the following issues 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 responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate.

**Sexting in schools and colleges: responding to incidents and safeguarding young people - UKCCIS Guidance**


There has now been published 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 new 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.)
The UKCCIS guidance ‘Sexting in schools and colleges, responding to incidents and safeguarding young people’ published in August 2016, is non-statutory, but should be read alongside ‘Keeping children safe in education’. This is important guidance and should be read and understood by DSLs, appropriately communicated to the staff team and incorporated into the schools online safety policy.

**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 could be part of the planned PSHE curriculum 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.

**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.


CSE needs to be part of a planned PSHE / RSE taught curriculum. Pupils need to learn the correct terminology to describe the private parts of their body, that their body belongs to them, that they can say who has access to it and know how to seek help if they are abused. These are
key elements in a school's approach to safeguarding. All pupils need to be taught about healthy, equal and safe relationships and consent both on and off line.

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

NSPCC ChildLine Schools’ Service available for Primary Schools can provide a free bi-annual workshop for Year 6 pupils on the different types of abuse. For further details contact:
Tracey Weavers (Area Coordinator Childline School Service North Yorkshire)
tracey.weavers@nspcc.org.uk
07792654739

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

Inspecting safeguarding in early years, education and skills settings for September 2018, Ofsted guidance for schools states leaders need to ensure, “For schools and colleges, supporting staff to take a whole establishment approach to preventing sexual violence and sexual harassment between children or learners, and supporting any children who are affected including the alleged victim and perpetrator”.

Part 5 of the updated Keeping Children Safe in Education September 2018 has a section on peer on peer abuse, sexual violence and sexual harassment (page 63) and that staff should be aware of the importance of (page 84):

- peer on peer abuse which can take many forms, “This can include (but is not limited to) bullying (including cyberbullying);sexual violence and sexual harassment, physical abuse; sexting …”
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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.

Observing sexualised behaviour in primary and secondary pupils.
Schools have occasionally expressed concerns about pupils who may be 'innocently' displaying sexualised behaviour either through language, drawing and /or touching.

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](http://www.safeguardingchildren.co.uk/professionals/practice-guidance)

**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. A school needs to decide if this will be part of the taught curriculum.

There are 4 types of procedure:
- **Type 1 Clitoridectomy** – partial/total removal of clitoris
- **Type 2 Excision** – partial/total removal of clitoris and labia minora
- **Type 3 Infibulation** entrance to vagina is narrowed by repositioning the inner/outer labia
- **Type 4** all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:
- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Circumstances and occurrences that may point to FGM happening

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child’s family being from one of the ‘at risk’ communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child’s sibling has undergone FGM
- Child talks about going abroad to be ‘cut’ or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

FGM could be part of a planned PSHE / RSE taught curriculum through pupils learning the correct terminology to describe the private parts of their body, that their body belongs to them, that they can say who has access to it and know how to seek help if they are abused. These are key elements in a school’s approach to safeguarding.

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 new 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 men and women 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. A school needs to decide if this will be part of the taught curriculum.
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 RSE policy.

The policy should:

- Set out an agreed approach to RSE in the curriculum
- Offer a whole school statement of beliefs through the aims of RSE
- Clarify the school intended outcomes through the objectives of RSE
- Inform and reflect practice by detailing the range of issues covered and methodology used to enable effective learning in RSE

This will then enable:

- Staff to effectively deliver RSE as it will guide their lesson planning and what issues they can explore with pupils, and the range of ways that these can be explored
- Parents/carers to see both the RSE curriculum content and the values the school is promoting
- External visitors who will want to know the aims, objectives and values the school’s RSE promotes, agreed teaching methodologies and the remit for their work with the pupils.

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

|---|---|
| Consultation | Arrangements for consulting with the whole school community have been described:  
- Who was involved in its production?  
- Who was consulted and how?  
- When will it be reviewed?  
- How will parents/carers know about and be able to access the policy? |
| Reference to related school policies | This policy could link to: (for example please list the relevant ones in school)  
- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance ([www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk))  
- Confidentiality Policy |
| The definition for RSE | • What is the definition of relationships and sex education?  
• How is it defined in the context of the school?  
• What does the school consider that RSE includes? |
|------------------------|---------------------------------------------------------------|
| The schools statement of values and ethos | All policies should be informed by the school’s overall values and ethos:  
• What values will underpin the RSE policy?  
• What is the moral context of the school, and the values it promotes through its ethos?  
• How are pupils supported to identify and develop these values as they progress through the school?  
• 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?  
• How are pupils supported to develop the language, strategies, skills and confidence required to respond to a new situation? |
| What will be the aims, objectives and outcomes of RSE? | Consideration needs to be given to the school’s overall aims and objectives and how these inform practice in teaching RSE in the school:  
• What is the school trying to achieve through the RSE provision?  
• What are the school’s RSE objectives?  
• How does this relate to the wider PSHE provision and the wider curriculum?  
• What will be the learning outcomes for pupils (what will they be able to demonstrate) from taking part in the RSE programme?  
• What is the universal entitlement for all pupils?  
• Does there need to be targeted work for some pupils? |
| Statement of responsibilities of all stakeholders | See page 7 for a summary of the different roles and responsibilities:  
• The Governing Body  
• Headteacher  
• PSHE co-ordinator  
• Parents/Carers  
• External agencies |
| Parents/carers right to withdraw | • How will parent/carers be informed when particular aspects of RSE are going to be taught and that they do have the right to withdraw? Whose responsibility will this be?  
• What are the procedures if a parent/carer wishes to withdraw their child?  
• 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)  
• How will parents/carers be supported to enable them to talk to their children about RSE?  
• Will parent/carers be invited to see the resources/attend a workshop? |
<p>| Working with | • Do any external agencies support the delivery of RSE? |</p>
<table>
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| **external agencies**                        | - Who will have responsibility for liaising with the external agency?  
- Will the ‘Partners in Schools Agreement Form’ be used for each new external agency? Whose responsibility will this be?  
- Who will ensure the input of the external agency is clearly planned to fit into the school’s RSE programme and is monitored and evaluated? |
| **Delivery of RSE and the curriculum**       | - Is it clear which aspects of the RSE curriculum are the statutory requirements of the Science curriculum?  
- Is it clear where all aspects of the RSE curriculum are taught and the intended learning outcomes for each year group (PSHE, ICT, cross – curriculum, drop down days)?  
- Who is expected to teach the RSE curriculum and what training have they received and how are further training needs met?  
- Is there an explanation of the methodology for selecting resources (a suggestion is that governors have seen the resources and approved their use)?  
- How will the school ensure that a range of resources and teaching methodologies are used based on good practice?  
- How is it ensured that all pupils have equal access to the RSE programme?  
- How are pupils different abilities, levels of maturity and personal circumstances (sexual orientation, gender identity, faith or culture) recognised and respected? |
| **Procedures for assessment, monitoring, evaluating and reviewing** | - 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?  
- How will the school assess the pupil’s learning in RSE?  
- How will the school provide evidence of the pupils’ learning?  
- What are the key aspects from the schools ‘Growing up In North Yorkshire’ bi-annual survey that needs to be reflected in the curriculum?  
- How will staff training needs be identified?  
- How will resources be reviewed and renewed if appropriate? |
| **Confidentiality and Safeguarding issues are addressed** | - 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?  
- Are all staff trained in effective PSHE methodology e/g distancing techniques?  
- What is the agreed procedure for all staff to manage the asking of an inappropriate question and are all staff aware of the agreed procedures?  
- Are all staff up-to-date with their child protection training? |
| **Pupils are advised where to get confidential advice** | - Are pupils informed of where to access age appropriate help inside and outside of school?  
- 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? |
| **Young People accessing sexual health**      | - Are staff aware of local sexual health services?  
https://yorsexualhealth.org.uk/  
- Is there a school health drop in on the school site? Has this been
| services | approved by the governing body and have parents / carers been informed what the service provides?  
- What procedures are in place to ensure pupils can access appropriate services if required either after or during the school day?  
- Is the planned RSE curriculum ensuring pupils know where to and how to access sexual health services? |
| Other aspects for schools to consider |  
- How does the school celebrate different families and the taught curriculum is inclusive of lesbian, gay and bisexual, trans issues and transphobic, biphobic and homophobic language / bullying is tackled  
- Are all staff aware of the Sexual Offences Act and their safeguarding duties?  
- Are all staff aware of sexting, pornography, child sexual exploitation, peer on peer abuse, sexual violence and harassment, sexualised behaviour, forced marriage and female genital mutilation and the schools 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? |

**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.

In the introduction to the primary national curriculum it states that schools should provide a programme of Personal, Social, Health Education based on good practice and further guidance to schools states that they should publish their curriculum on the school the website and this now includes PSHE. 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](http://cyps.northyorks.gov.uk/health-wellbeing-phse)

Parents / carers still have the right to withdraw their child from all, or part, of sex and relationship education which is not part of the National Curriculum.

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 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.

As part of the planned programme we teach pupils about, ‘Me and My Relationships’ which covers aspects of 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, 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.

- 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)

- 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 http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers

Some aspects of this curriculum is delivered through the National Curriculum Science and some through the PSHE curriculum. Parents / carers do have the right to withdraw your child(ren) from
the PSHE curriculum but we would ask that you contact XX to further discuss any questions you may have.

If you would like to see the schools 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 2018):

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


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/

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 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

Gender Identity Research and Education Society (GIRES) provide information on Trans and non-gender confirming people http://www.gires.org.uk/.
Appendix 4

Criteria for choosing appropriate resources to support the teaching of RSE

The North Yorkshire Curriculum Entitlement Framework for Personal, Social, Health Economic Education and Citizenship at key stage 1-2 and 3-4 has a range of suggested resources for teaching RSE by year group [http://cyps.northyorks.gov.uk/health-wellbeing-phse](http://cyps.northyorks.gov.uk/health-wellbeing-phse)

There are a wealth of commercially produced resources to support teaching and learning in PSHE. Prior to purchasing and using resources it is important to consider the following:

**Good Practice Principles:**
- Is the resource in line with the school’s ethos, values and policy statements for RSE?
- Is there guidance on identifying pupils’ existing levels of knowledge and understanding and how to incorporate these into planning?
- Is the resource appropriate to the needs of the learner in terms of language, pictures and ability level?
- Does the resource present a balanced view and avoid stereotypical references with regard to gender, racism, disability and sexual orientation?
- Does the resource take account of religious and cultural needs?
- Does the resource display positive images of young people from all walks of life and backgrounds?
- Can the resource be adapted to meet the needs of the learner?
- Is the resource factually correct and up to date?
- Do the activities in the resource encourage active, participatory learning?
- Is there guidance on evaluating activities?
- Does the material include guidance on the knowledge and skills needed for effective delivery and help build teacher confidence?

**Teaching and Learning:**
- Does the material outline processes for establishing a positive and supportive learning environment e.g. developing ground rules?
- Is active learning promoted?
- Are discussion and reflection encouraged?
- Do the activities cover the development of knowledge, skills and attitudes?
- Is guidance given on assessing learning outcomes?

**Content:**
- Does the content covered meet with pupils’ needs?
- Is the content factually accurate and balanced?
- Are learning outcomes clearly stated?
- Are learning outcomes sufficiently challenging?
- Do the activities encourage pupils to think about their attitudes and values and take into account a range of perspectives?
- Do the activities encourage pupils to reflect on their learning and apply it to situations in their own lives?

**Curriculum Issues:**
- Does it contribute to broad and balanced PSHE provision?
- Does the material say how it covers statutory and non-statutory learning outcomes?
- Does the resource support continuity and progression across the key stages and curriculum subjects?
Appendix 5

Partners in School Agreement Form
Supporting the Personal, Social, Health Education (PSHE)

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.

School:

Lead contact person:
Second contact person:
Tel:
Email:

Agency:

Lead contact person:
Name of person(s) delivering the session:
Tel:
Email:

What is the aim of the session?

What type of session is being delivered? (lesson, assembly, drop down day etc)

What are the intended learning outcomes for the pupils?

Is the partner agency delivering the whole session or contributing to part of session?

What activities and methods will be used during the session?

(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)

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Year / Class</th>
<th>Number of pupils</th>
<th>Any special needs or sensitive issues to be aware of?</th>
<th>Any equipment that needs to be provided by the school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Planning checklist

<table>
<thead>
<tr>
<th>Aspects to be considered</th>
<th>Any agreed actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it clear how the partner’s contribution fits with the planned PSHE scheme of work?</td>
<td></td>
</tr>
<tr>
<td>Is there a good understanding of the values of the partner agency and the reasons for working with schools?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
</tr>
<tr>
<td>Is a risk assessment required?</td>
<td></td>
</tr>
<tr>
<td>Have the relevant school polices been discussed and if required access been given e.g. behaviour, child protection, health and safety, substances and relationships and sex?</td>
<td></td>
</tr>
<tr>
<td>There is a clear understanding about ensuring a safe and secure learning environment is established, managing sensitive and controversial issues and the levels of confidentiality that can be offered?</td>
<td></td>
</tr>
<tr>
<td>Have the relevant professional boundaries been discussed? The school ensures that a teacher will be present throughout the session. They will take responsibility for behaviour management and be supportive and involved in the partner agencies session.</td>
<td></td>
</tr>
<tr>
<td>Is it clear how the pupils learning will be assessed at the end of the session by the partner agency to ensure further work by the school supports the learning i.e. it is clear what the pupils have achieved/learned/can do.</td>
<td></td>
</tr>
<tr>
<td>Appropriate monitoring and evaluation of the session has been discussed and agreed?</td>
<td></td>
</tr>
</tbody>
</table>

### 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 input 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.