Relationship, Sex & Personal Social Health Education Policy

Ratification Date: 5/09/23

Signed: Diane Robinson/Tracey Lecointe

Review Date: 5/09/25

INTRODUCTION

The Relationship, Sex and PSHE(RSE) Policy has been developed in accordance with the current requirement of the Law and the related national aims and OFTSED criteria. The Policy has been reviewed in light of the Department for Education published Statutory Guidance for Relationships Education, Relationship, Sex and PSHE(RSE) and Health Education in June 2019. This sets out what schools must cover from September 2020 (though not all they should cover as part of broader PSHE education)

VISION

Our aim is to prepare young people for the opportunities, responsibilities, and experiences of later life. We believe that pupils should have access to the knowledge, understanding and skills needed to live safe, fulfilled, and healthy lives. The Relationship, Sex and PSHE at New Bridge Alternative Education will provide comprehensive and appropriate teaching and learning to enable our pupils to develop and make informed decisions. The purpose of RSE is to prepare young people for adult life by supporting them through their physical, emotional and moral developments and helping them to understand themselves, respect others and form and sustain healthy relationships.

AIMS AND OBJECTIVES

- To understand and manage physical and emotional changes related to puberty and take responsibility for their personal hygiene
- To understand the anatomy and function of human reproduction including the menstrual cycle
- To understand the difference between sex, gender identity and sexual orientation
- The understand nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- To explore parenting skills and qualities and their importance to family life (including the implications of young parenthood)
- To know different types of relationships including marriage and civil partnership and recognise and access sources of support in vulnerable situations (FM, shame, honour-based violence, LGBT)
- The risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for those at risk, or already subject to FGM.
- To consider different levels of intimacy, their consequences and the importance of delaying intimacy until ready
- To learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- To know risks related to unprotected sex, including STIs, HIV/aids unintended pregnancy and how to respond.

- To know methods of contraception, including the condom and pill and the importance of communication and negotiation in contraceptive use
- To understand the features of healthy relationships and those of unhealthy relationships including CSE and grooming
- To understand the role of sex in the media and consequences of this including pornography, sexting, and body image
- To understand how to check yourself for cancer and other illnesses, including how to seek help.

DELIVERY OF RSE & PSHE POLICY

- Relationship, Sex and PSHE is delivered as part of our PSHE Programme which also includes topics on Health and Wellbeing; Relationships; and Living in the Wider World.
- The programme is delivered weekly during registration and through discrete lessons
- RSE is delivered to all pupils from year 7 to 11.
- Pupils' questions will be answered by clear, impartial scientific information and discussed within the safe, learning environment of the classroom.
- Teachers may ask a child to wait for an answer to give them time to consult with the school's leadership team.
- At the end of a morning/afternoon of learning, we will allow pupils to raise anonymous questions by writing paper-based questions and submitting them together to the teacher. Pupils will be made aware of safeguarding procedure before and after lessons and concerns will be followed up.
- There will be times when visiting speakers, (e.g. Nurse) come into school to deliver an aspect of the Relationship, Sex and PSHE curriculum. All visiting speakers will be clear about the school policy, government guidelines and boundaries of confidentiality.
- Staff should try to respond to students' questions providing that answers are framed in terms of the promotion of family values and combating discrimination and prejudice against people on any basis, e.g. their gender or their sexual orientation.
- Staff will only be asked to deliver the programme after training provided by the Head of PSHE and Citizenship.

SUMMARY OF CONTENT

The following pages outline the KS3 and KS4 content outlined in the PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Ja

CORE THEME 1: HEALTH AND WELLBEING

KS3 Learning opportunities in Health and Wellbeing	**KS4** Learning opportunities in Health and Wellbeing
Students learn...	*Students learn...*
Self-concept	
H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing	**H1.** to accurately assess their areas of strength and development, and where appropriate, act upon feedback
H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)	**H2.** how self-confidence self-esteem, and mental health are affected positively and negatively by internal and external influences and ways of managing this
H3. the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health	**H3.** how different media portray idealised and artificial body shapes; how this influences body satisfaction and body image and how to critically appraise what they see and manage feelings about this
H4. simple strategies to help build resilience to negative opinions, judgements and comments	**H4.** strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing
H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing	
Mental health and emotional wellbeing	
H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary	**H5.** the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
H7. the characteristics of mental and emotional health and strategies for managing these	**H6.** about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences
H8. the link between language and mental health stigma and develop strategies to challenge stigma and misconceptions associated with help-seeking and mental health concerns	**H7.** a broad range of strategies — cognitive and practical — for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns
H9. strategies to understand and build resilience, as well as how to respond to disappointments and setbacks	**H8.** to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available
H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support	

H11. the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H12. how to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need

H9. the importance of and ways to pre-empt common triggers and respond to warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others *[NB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change).]*

H10. how to recognise when they or others need help with their mental health and wellbeing; to explore and analyse ethical issues when peers need help; strategies and skills to provide basic support and identify and access the most appropriate sources of help

Healthy lifestyles	Health-related decisions

H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities

H14. the benefits of physical activity and exercise for physical and mental health and wellbeing

H15. the importance of sleep and strategies to maintain good quality sleep

H16. to recognise and manage what influences their choices about physical activity

H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices

H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices

H19. the importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.

H11. to make informed lifestyle choices regarding sleep, diet and exercise

H12. the benefits of having a balanced approach to spending time online

H13. to identify, evaluate and independently access reliable sources of information, advice and support for all aspects of physical and mental health

H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help

H15. the purpose of blood, organ and stem cell donation for individuals and society[1]

H16. how to take increased personal responsibility for maintaining and monitoring health including cancer prevention, screening and self-examination

H17. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds

H18. the ways in which industries and advertising can influence health and harmful behaviours

H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection	
H21. how to access health services when appropriate	
H22. the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM	

Drugs, alcohol and tobacco

H23. the positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics	H19. the consequences of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities
H24. to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use	H20. wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle
H25. strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	
H26. information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use	H21. to identify, manage and seek help for unhealthy behaviours, habits and addictions including smoking cessation
H27. the personal and social risks and consequences of substance use and misuse including occasional use	
H28. the law relating to the supply, use and misuse of legal and illegal substances	
H29. about the concepts of dependence and addiction including awareness of help to overcome addictions	

Managing risk and personal safety

H30. how to identify risk and manage personal safety in increasingly independent situations, including online	H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety	H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling **H33.** how to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators	**H24.** to increase confidence in performing emergency first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators **H25.** to understand and build resilience to thinking errors associated with gambling (e.g. 'gambler's fallacy') the range of gambling-related harms , and how to access support for themselves or others
Puberty and sexual health	Sexual health and fertility
H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing **H35.** about the purpose, importance and different forms of contraception; how and where to access contraception and advice (see also Relationships) **H36.** that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	**H26.** the different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative) **H27.** about specific STIs, their treatment and how to reduce the risk of transmission **H28.** how to respond if someone has, or may have, an STI (including ways to access sexual health services) **H29.** to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services **H30.** about healthy pregnancy and how lifestyle choices affect a developing foetus **H31.** that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors **H32.** about the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy **H33.** about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice

CORE THEME 2: RELATIONSHIPS

KS3 Learning opportunities in Relationships and Sex Education	KS4 Learning opportunities in Relationships and Sex Education
Students learn...	*Students learn...*

Positive relationships

R1. about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them	**R1.** the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
R2. indicators of positive, healthy relationships and unhealthy relationships, including online	**R2.** the role of pleasure in intimate relationships, including orgasms
R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation	**R3.** to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
R4. the difference between biological sex, gender identity and sexual orientation	**R4.** the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships
R5. to recognise that sexual attraction and sexuality are diverse	**R5.** the legal rights, responsibilities and protections provided by the Equality Act 2010
R6. that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon someone through threat or coercion	**R6.** about diversity in romantic and sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships	**R7.** strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
R8. that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex	**R8.** to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours

Relationship values

R9. to clarify and develop personal values in friendships, love and sexual relationships	**R9.** to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours
R10. the importance of trust in relationships and the behaviours that can undermine or build trust	**R10.** to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these might play in relationship values
R11. to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships	

R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex

R13. how to safely and responsibly form, maintain and manage positive relationships, including online	**R11.** strategies to manage the strong emotions associated with the different stages of relationships
R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)	
R15. to further develop and rehearse the skills of team working	**R12.** to safely and responsibly manage changes in personal relationships including the ending of relationships
R16. to further develop the skills of active listening, clear communication, negotiation and compromise	**R13.** ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
R17. strategies to identify and reduce risk from people online that they do not already know; when and how to access help	
R18. to manage the strong feelings that relationships can cause (including sexual attraction)	**R14.** the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
R19. to develop conflict management skills and strategies to reconcile after disagreements	
R20. to manage the influence of drugs and alcohol on decision-making within relationships and social situations	**R15.** the legal and ethical responsibilities people have in relation to online aspects of relationships
R21. how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships	**R16.** to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
R22. the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	
R23. the services available to support healthy relationships and manage unhealthy relationships, and how to access them	**R17.** ways to access information and support for relationships including those experiencing difficulties

R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances	**R18.** about the concept of consent in maturing relationships

R25. about the law relating to sexual consent

R26. how to seek, give, not give and withdraw consent (in all contexts, including online)

R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected

R28. to gauge readiness for sexual intimacy

R29. the impact of sharing sexual images of others without consent

R30. how to manage any request or pressure to share an image of themselves or others, and how to get help

R31. that intimate relationships should be pleasurable

R19. about the impact of attitudes towards sexual assault and to challenge victim-blaming, including when abuse occurs online

R20. to recognise the impact of drugs and alcohol on choices and sexual behaviour

R21. the skills to assess their readiness for sex, including sexual activity online, as an individual and within a couple

R22. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences

Contraception and parenthood

R32. the communication and negotiation skills necessary for contraceptive use in healthy relationships (see also 'Health')

R33. the risks related to unprotected sex

R34. the consequences of unintended pregnancy, sources of support and the options available

R35. the roles and responsibilities of parents, carers and children in families

R36. the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children

R23. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner

R24. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support

R25. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families

R26. the reasons why people choose to adopt/foster children

R27. about the current legal position on abortion and the range of beliefs and opinions about it

Bullying, abuse and discrimination

R37. the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others

R28. to recognise when others are using manipulation, persuasion or coercion and how to respond

3

R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied	**R29.** the law relating to abuse in relationships, including coercive control and online harassment
R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships	**R30.** to recognise when a relationship is abusive and strategies to manage this
R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice	**R31.** the skills and strategies to respond to exploitation, bullying, harassment and control in relationships
	R32. about the challenges associated with getting help in domestic abuse situations of all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them
R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online	**R33.** The law relating to 'honour'-based violence and forced marriage; the consequences for individuals and wider society and ways to access support
	R34. strategies to challenge all forms of prejudice and discrimination

Social influences

R42. to recognise peer influence and to develop strategies for managing it, including online	**R35.** to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R43. the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support	**R36.** skills to support younger peers when in positions of influence
R44. that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this	**R37.** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R45. about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours	**R38.** factors which contribute to young people becoming involved in serious organised crime, including cybercrime
R46. strategies to manage pressure to join a gang, exit strategies and how to access appropriate support	
R47. motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon	

CORE THEME 3: LIVING IN THE WIDER WORLD

KS3 Learning opportunities in Living in the Wider World	KS4 Learning opportunities in Living in the Wider World
Students learn...	*Students learn...*
Learning skills	
L1. study, organisational, research and presentation skills	L1. to evaluate and further develop their study and employability skills
L2. to review their strengths, interests, skills, qualities and values and how to develop them	L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting
L3. to set realistic yet ambitious targets and goals	
L4. the skills and attributes that employers value	
L5. the skills and qualities required to engage in enterprise	L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability
L6. the importance and benefits of being a lifelong learner	
Choices and pathways	
L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process	L4. about the range of opportunities available to them for career progression, including in education, training and employment
L8. about routes into work, training and other vocational and academic opportunities, and progression routes	L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities
L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	
L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations	L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities
Work and career	
L11. different types and patterns of work, including employment, self-employment and voluntary work; that everyone has a different pathway through life, education and work	L7. about the labour market, local, national and international employment opportunities
	L8. about employment sectors and types, and changing patterns of employment
L12. about different work roles and career pathways, including clarifying their own early aspirations	

5

L9. to research, secure and take full advantage of any opportunities for work experience that are available

L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities

L11. the benefits and challenges of cultivating career opportunities online

L12. strategies to manage their online presence and its impact on career opportunities

Employment rights and responsibilities

L13. about young people's employment rights and responsibilities	**L13.** the skills and attributes to manage rights and responsibilities at work including health and safety procedures
	L14. about confidentiality in the workplace, when it should be kept and when it might need to be broken
L14. to manage emotions in relation to future employment	**L15.** about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

Financial choices

L15. to assess and manage risk in relation to financial decisions that young people might make	**L16.** how to effectively budget, including the benefits of saving
	L17. how to effectively make financial decisions, including recognising the opportunities and challenges involved in taking financial risks
L16. about values and attitudes relating to finance, including debt	**L18.** to recognise and manage the range of influences on their financial decisions
L17. to manage emotions in relation to money	**L19.** to access appropriate support for financial decision-making and for concerns relating to money, gambling, and consumer rights
L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions	**L20.** the skills to challenge or seek support for financial exploitation in different contexts including online
L19. to recognise financial exploitation in different contexts e.g. drug and money mules, online scams	**L21.** to evaluate the financial advantages, disadvantages and risks of different models of contractual terms, including self-employment full-time, part-time and zero-hours contracts

L20. that features of the internet can amplify risks and opportunities, e.g. speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity

L21. to establish personal values and clear boundaries around aspects of life that they want to remain private; strategies to safely manage personal information and images online, including on social media

L22. the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues

L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views

L24. to understand how the way people present themselves online can have positive and negative impacts on them

L25. to make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them

L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours

L27. to respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms

L22. that there are positive and safe ways to create and share content online and the opportunities this offers

L23. strategies for protecting and enhancing their personal and professional reputation online

L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints; to recognise why and how this may influence opinions and perceptions of people and events

L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this

L26. how data may be used with the aim of influencing decisions, including targeted advertising and other forms of personalisation online; strategies to manage this

L27. strategies to critically assess bias, reliability and accuracy in digital content

L28. to assess the causes and personal consequences of extremism and intolerance in all their forms

L29. to recognise the shared responsibility to challenge extreme viewpoints that incite violence or hate and ways to respond to anything that causes anxiety or concern

WORKING WITH PARENTS AND CHILD WITHDRAWAL PROCEDURES

The programme is designed to support and compllment the role of parents/carers, who have the prime responsibility in this area and who have regular opportunities to view the materials and discuss the approach of the school to this issue. New Bridge Alternative Education recognises the right of parents to withdraw their children from all or part of any sex education provided, but not from teaching the biological aspects of human growth and reproduction necessary under National Curriculum Science and therefore necessary by law. Any parent wishing to withdraw a child must inform the Director / Head teacher in writing of their decision. However, the school will encourage parents to engage with the programme through providing opportunities to discuss content with the school, through the sharing of this policy and by supporting parents who wish to access and deliver teaching material to delivering RSE at home with their child.

SENSITIVE ISSUES

Controversial topics may arise which depend upon the judgement of the individual teacher to decide whether subjects are suitable for class discussion. It is expected that when dealing with these issues teachers will follow this set of guidelines:

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole class setting, (i.e. if a question is too personal remind pupils of the ground rules).
- Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of Relationships and Sex Education.
- No one (teacher or pupil) should be expected to answer a personal question, and no one will be forced to take part in a discussion.
- Meanings of words will be explained in a factual way.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a teacher is concerned that a pupil is at risk of harm the Designated Senior Leader should be informed and the usual Child Protection procedures followed.

MONITORING AND EVALUATION

Monitoring and evaluation of the Relationship, Sex and PSHE programme will take place using feedback from both pupils and members of staff. Learning Walks will be conducted and any need for staff training will also be assessed.