



Relationships, Sex and Health Education Policy

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Ratified by Governors

Live life in all its fullness (John 10:10)



Introduction:

1. This policy covers Kineton C of E Primary School's approach to Relationship and Sex Education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside the classroom.
2. It was produced with guidance from the Department for Education (DfE), the Church of England Education Office, through consultation with our staff, board of governors, and most importantly with our pupils and parents.
3. We have adopted The Church of England's 'Charter For Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) and this policy should be read alongside the charter.
4. This policy will be reviewed on a regular basis every 3 years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfE but also remains relevant to the experiences of our pupils.
5. To ensure its use, this policy will be available for staff to refer to and to parents through the school website.
6. This policy reflects our school's overarching aims and objectives for our pupils to...

Believe

Guided by our Christian values, we encourage everyone in our school to **believe** in themselves and others. We **believe** in treating them as individuals, supporting them as they build confidence, discover their own strengths and develop a lifelong love of learning.

Grow

We create a nurturing environment both inside and outside the classroom. Through inspirational teaching, creative use of our large open spaces and partnership with our local community, we encourage our children to **grow** in their knowledge and abilities.

Achieve

We support, encourage and motivate everyone at our school on their path to future success. We aim to help them fulfil their potential and **achieve** more than they ever thought possible.

7. We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education.

8. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.
9. As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...*
10. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive to these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.
11. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial, scientific and factual information on matters such as; naming their body parts, puberty, menstruation, masturbation, the variety of family structures, gay marriage, gender identity, gender equality, sexuality, contraception, forced- marriage and FGM. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.
12. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Defining Comprehensive Relationship Education:

13. The Department for Education defines relationships education as, *teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.*
14. However, we believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self esteem and to explore personal identity.
15. It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families; to understand the fact every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.
16. Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of

consent and personal boundaries, in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

17. It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
18. In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

Defining Sex Education at Primary School:

19. Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools, Sex education is currently **not** compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils.
20. As set out in the guidance it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We like many other schools already choose to teach some aspects of sex education and will continue to do so.
21. We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology we believe it is better that children receive age appropriate answers from us than it being left to their peers or the internet.
22. In our school sex education is an opportunity to answer children's healthy questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as part of the human life cycle set out in the national curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.
23. We believe that sex education should allow children a safe space to ask the questions they may have without shame or judgement. Evidence states that a graduated age-appropriate spiral curriculum is the best way of preventing the topic of sex, reproduction and private body parts of becoming taboo and children from becoming embarrassed by the topic.
24. We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills to keep themselves safe from harm and develop positive and healthy relationships - free from exploitation pressure or abuse.

The Church of England Education Board states that the 'RSHE curriculum [should] protect, inform and empower pupils....RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and form healthy relationships where they respect and offer dignity to others.'

Subject Content:

25. In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups we deliver both the *Protective Behaviours: Taking Care* programme as recommended by Warwickshire's Safeguarding Children's board and My Feelings, Friends and Family, a programme that fulfills the DfE requirements. Both programmes are based on a spiral curriculum beginning in Reception, building on key messages through to Year 6. From September 2021, we will also be introducing a program called No Outsiders – see Personal Development Policy.
26. Both Protective Behaviours and My Feelings, Friends and Family are delivered by the classroom teacher. We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum, we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

Protective Behaviours

27. Protective Behaviours is a practical and down to earth approach to personal safety. It is a process which encourages self-empowerment and brings with it the skills to avoid being victimised. This is achieved by helping children recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life which satisfies the need for fun and excitement without violence and fear.
28. Theme 1: We all have the right to feel safe all the time.
29. Theme 2: we can talk with someone about anything, even if it feels awful or small.
30. Protective Behaviours uses a rights and responsibilities approach, and encourages children to recognise their Early Warning Signs (EWS) and develop their own support networks of safe adults who they can share their worries with.
31. Protective Behaviours is delivered across the entire school from Reception to Year 6. There are four lessons in each year group. Lessons are delivered over 4-5 weeks.
32. As a school, Protective Behaviours is delivered in the autumn term, across all year groups.

33. An overview of the programme content for Reception and Key Stage 1. For more details please see the school's Protective Behaviour manuals for each year group. These can be made available on request.

Protective Behaviours - Taking Care Programme Infants: Reception, Year 1 & Year 2				
Reception	<p>Feelings: There are no such things as good or bad feelings</p>	<p>Body Awareness: Naming private body parts: penis, vulva, & anus. Mouths are private too</p>	<p>EWS/Scary Body Feelings: identifying children's early warning signs (EWS)</p>	<p>Telling & Secrets: Children will construct their own support network hands.</p>
Year 1	<p>Feelings: Feelings are feelings, not good or bad, it is how we behave when we have feelings that matters</p>	<p>Unsafe Feelings & Body Awareness: Our bodies warn us if we feel unsafe - we call these feelings EWS</p>	<p>Body Privacy & Secrets: Naming private body parts: penis, vulva, & anus. Mouths are private too. Safe & unsafe secrets</p>	<p>Telling & Networks: Children will construct their own support networks hands.</p>
Year 2	<p>Feelings, Rights & Responsibilities: What are rights & responsibilities?</p>	<p>Unsafe Feelings, Problem Solving: Recognising EWS. Is my fun, fun for everyone?</p>	<p>Body Awareness & Personal Space: My body belongs to me. No one has the right to touch me in a way I don't like.</p>	<p>Networks & Using Them: Children will construct their own support networks hands.</p>

34. An overview of the programme content for Key Stage 2.

Protective Behaviours - Taking Care Programme: Years 3, 4, 5, & 6				
Year 3	Feelings, Rights & Responsibilities: A feeling is a feeling, not good or bad, right or wrong. What are rights & responsibilities?	Unsafe Feelings: Identifying children's EWS. Strategies as to what to do when experiencing their EWS.	Body Awareness & Telling: My rules for safety & my body. My body belongs to me.	Networks & Using Them: Children will construct their own support networks hands.
Year 4	Rights & responsibilities, Feelings: Exploring children's rights & the responsibilities that come with them.	Safe & Unsafe Feelings: Exploring situations when it feels fun to feel scared. Recognising EWS.	Exploring Secrets: Safe & unsafe secrets.	Networks & Using Them: Children will construct their own support networks hands.
Year 5	Rights & responsibilities, Feelings: exploring the rights of the child.	Safe Feelings, Fun to Feel Scared & EWS: exploring & creating safe places. Situations when it feels fun to feel scared. Recognising EWS.	Theme 2, Secrets & Networks: Exploring safe & unsafe secrets. Creating support network hands.	Using Networks: Network review. Who makes a good network person? Keep telling.
	Rights & Responsibilities, Feelings: Exploring the rights of the child. Emotions	Safe feelings, Fun to Feel Scared & EWS: Is my fun fun for everyone? Recognising EWS.	Theme 2, Secrets & Networks: Safe & unsafe secrets. Exploring and creating support network hands.	Using Networks: Network review. Who makes a good network person. Keep telling.
Year 6	Rights & Responsibilities, Feelings: Exploring the rights of the child. Emotions	Safe feelings, Fun to Feel Scared & EWS: Is my fun fun for everyone? Recognising EWS.	Theme 2, Secrets & Networks: Safe & unsafe secrets. Exploring and creating support network hands.	Using Networks: Network review. Who makes a good network person. Keep telling.

35. The My Feelings, Friends and Family (MFFF) is a programme of resources designed by Going off the Rails: GOTR SRE Consultancy Limited. It is an evidence based programme of comprehensive relationship and sex education based on good practice.

36. MFFF is designed on a spiral curriculum and based on a values and human rights approach. It is built on the premise that it is much better to drip feed positive messages and have little conversations, to ensure that children will feel prepared for the changes of puberty and for the challenges of moving on to high school.

37. We deliver the programme by weekly lessons during the summer term.

38. The lessons are all activity based and pupil led, meaning that whilst the sessions are designed to be an hour long each, they can end up taking longer. There are art activities, circle time discussions, stand up-sit down, move around games, pair work, group work and scenario-based activities.

39. MFFF is designed to review and reinforce all of the key messages from Protective Behaviours, allowing children to refresh their support networks and build on previous learning. We deliver Protective Behaviours in the autumn term and MFFF in the summer term, allowing us to book-end the year, giving out key messages designed to keep children safe.
40. The programme has also been designed so it can be delivered on a one-to-one basis as a vertical programme, to support young people who may need some additional support, with a particular focus on children who may be struggling with emotional literacy, have suffered a bereavement or family changes or are displaying low level harmful sexual behaviours (HSB). There is additional training available for staff to support them to use the programme on a 1:1 basis.
41. MFFF is evidence based using the latest research and guidance including UNESCO *“International technical guidance on sexuality education: an evidence-informed approach”* (2018) and the Sex Education Forums: *12 Key Points for Good Quality RSE* (2018). It also incorporates the NSPCC Pants rule and learning from Running Rutgers Spring Fever programme and the AIM Programme around working with children who display harmful sexual behaviours (HSB).

42. An overview of the programme content for Reception and Key Stage 1.

	Respectful Relationships	Relationships	Being Safe	Mental Wellbeing	My Choices & Personal Boundaries
Reception	It's Me	What makes a family?	My body belongs to me	Exploring feelings	Touch & Feel
Objectives	Similarities/differences. We are all unique & special	Explore important relationships & not all families are the same	NSPCC Pants rule. learning about private parts & their names	Exploring & recognising feelings	Understanding just because you like something doesn't mean everyone does
One	Who is important to me?	Mummy's bump*	Being Naked	Empathy	Is being tickled always fun?
Objectives	Similarities/differences. We are all unique & special. Looking at personal relationships, & support networks	Answering children's questions about pregnancy*	Safe & appropriate touching. Naming private parts & understanding when it is ok to be naked	Exploring feelings & how they can affect our behaviours, developing empathy	Explore different types of touch & consider how they like to be touched.
Two	Do girls & boys fit in boxes?	How do we show people we care for them?	My body, my rules	When anger is about	What are the rules?
Objectives	Challenging gender stereotypes. Promoting positive expectations, aspirations & identities regardless of gender	Exploring different types of love, friendship, family etc. & how we can show we care for important people in our lives.	EWS. Personal body rules. Private parts and private spaces. NSPCC Pants rule	Anger itself is not bad- it is how people sometimes behave that makes anger unsafe. Looking at how we feel when angry & how to manage our feelings	Review of all the rules children have learned about safe & appropriate touching.

43. The lesson * Mummy's Bump in Year 1 is the only 'sex education lesson' in the Key Stage 1 programme. Whilst it is not a core requirement of the statutory guidance for Relationship Education, we believe it is an essential lesson. This lesson is designed in a specific way which means that it is pupil-led and we shape the lesson to fit what the class is ready for; we ask them a question, see what they know, correct the bits that aren't quite right, and then fill in the blanks.

44. We believe by answering children's questions - which are perfectly natural at this age, especially considering that they will likely at their age be exposed to pregnant parents having siblings, or aunts, and family friends, we can feed their natural curiosity in a safe way. As a result, rather than the topic becoming a taboo, something that is shameful, instead, we can ensure children continue to come to us for answers that we can answer age appropriately rather than building barriers to addressing the topic which will later have to be overcome.

45. An overview of the programme content for Key Stage 2.

	Respectful Relationships	Caring Friendships	Being safe	Changing Adolescent Body	Mental Wellbeing
Three	How I see me?	Families	My personal boundaries	*Where do I come from?"	Dealing with BIG feelings
Objectives	Exploring how children see themselves & work towards creating a positive self-image	Exploring different types of families and understanding that not all families look the same.	Review EWS. Explore personal boundaries & touch. recognising everyone is different	Exploring the external physical changes that occur during puberty. Age appropriate information about pregnancy, how babies grow, birth & IVF*	Recognising early signs of anger, developing skills to manage negative behaviours
Four	What makes you - you?	What is a 'good' friend?	What does privacy mean to you?	Puberty (1): Lumps, bumps & hairy bits	When anger is about (2)
Objectives	Promote positive expectations, aspirations and identities for both girls and boys. Challenge gender stereotypes	Exploring qualities of family and good friends, managing relationships Similarities & differences between friends - consider their own talents, qualities & ambitions	Exploring privacy & recognising how it may change with growing up. private behaviours in private spaces	Exploring the physical and emotional changes of puberty for girls and boys	Emotions. Recognising early signs of anger, developing skills to manage negative behaviours
Five	Purple, not just pink & blue	Relationship Dilemmas	Good & Bad Secrets	Puberty (2): My private parts	How my behaviour impacts others
Objectives	Discrimination and challenging gender stereotypes. Exploring different points of view	Exploring relationships including romantic. Consider how a crush may feel & pressures to have a boy/girlfriend. Relationship dilemmas	Review EWS. Exploring the difference between 'good'/'bad' secrets & who to talk to if they have worries. Support networks	Physical & emotional changes of puberty. Focus on development of sexual anatomy, including menstruation, wet dreams, erections.	Exploring how people's feelings may influence their behaviour & how these may impact others around them. Options of behaviours that may be safer & more considerate
Six	My past & future	Changing Relationships	Consent & intimacy	Puberty (3): *What I've heard about sex"	How my behaviour impacts others
Objectives	Exploring identity. Reflect on how much they have achieved, changed during primary. Opportunity to set goals for future	Relationships – preparations for moving to secondary school. Long term relationships and marriage. Exploring the role of parents.	Rights & responsibilities when it comes to consent, personal boundaries. Public/private spaces & touch	Review of puberty. Explore where we develop our attitudes, values & learn about sex from - & how reliable it may be	Exploring how people's feelings may influence their behaviour & how these may impact others around them. Options of behaviours that may be safer & more considerate

46. * In the Key Stage 2 section of the programme there are only two lessons highlighted* "Where do I come from" in Year 3 and "Puberty: What I've heard about sex" in Year 6; as with the Key Stage 1 programme, these lessons are designed in a specific way which means that they are

pupil-led and shaped to fit what the class is ready for; we ask them a question, see what they know, correct the bits that aren't quite right, and then fill in the blanks.

47. Both of these * lessons help to support the requirements for maintained schools to teach about the main external body parts and changes to the human body as it grows from birth to old age as part of the National Curriculum for science. Whilst, under the current guidance these two lessons are not statutory, we would still recommend that children take part as we believe they are essential lessons.
48. We believe that by tackling children's questions around sex as part of a wider programme focused around relationships, family, self awareness, emotional literacy, consent and personal boundaries, children will feel better able to engage in discussion and ask questions without embarrassment. Equally, tackling sex and reproduction in this way helps to promote positive messages and values around sex as well as children's relationship with their own bodies without shame or guilt and will develop respect for other people's body autonomy.
49. We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each others' bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster better understanding, break down gender stereotypes and build positive relationships and respect for each other, regardless of gender. This ensures that any non-binary or transgender children are not forced to 'pick-a-side' and have equal access and can feel included without feeling vulnerable.

Answering Children's Questions:

50. We are aware that children are likely to have many questions that may arise out at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
51. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
52. By tackling the topic in a matter of fact manner, without embarrassment, means that we take the mystic allure out of the topic - making sex no longer the secret taboo, you have to sneak around trying to find out about - and instead something we can talk about at the dinner table. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had chance to form.
53. We believe that if children ask a question, they deserve an answer. The replies: "*You are too young to know*", or "*I think you would be better off asking your parent*" are not sufficient; instead they merely build unnecessary barriers, making children think they have done something wrong. They are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However, uncomfortable the question may be, the thought is already in their head - it is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.

54. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group.
- However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"That is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
- If the member of staff doesn't have an answer or doesn't know - they will say so. There is no shame in not knowing the answer - but the member of staff should make an effort to help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, they should say so: *"That is a brilliant question... But I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly, I will come back to you."*
- This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) before contacting the parent if possible to talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents and parental rights to withdraw:

55. We believe that successful teaching around RSE can only take place when parents and school work together. Considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe, we are committed to working together with parents.
56. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.
57. All new parents may access information about the RSE programmes along with a copy of this policy via the school website.
58. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values - we encourage this by sending information home before we begin teaching the programme.
59. Before, any lessons that could be described as sex education are delivered we will send home a letter to parents to inform them of the dates the lessons will be delivered. If parents have any

concerns, special circumstances we should be aware of, or would like any further information we will make a designated time for them to discuss these.

60. We recognise under the new DfE guidance for Relationship Education, Relationship & Sex education and Health Education (DfE 2019), parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Maintained schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty.
There is no right to withdraw from the national curriculum.
61. In the Key Stage 1 programme parents can choose to opt their child out of only the lesson *Mummy's Bump*, which sits in the Year 1 programme under the Relationships subject heading. All other lessons in the Key Stage 1 programme are statutory under the new guidance.
62. In the Key Stage 2 programme, parents can choose to opt out of two lessons, one in the Year 3 programme: "*Where did I come from?*" and one in the Year 6 programme: "*Puberty: What I've heard about sex*". All other lessons are mandatory.
63. Should a parent decide that they do not wish their child to take part in any of these three lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. They will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.
64. If parents do decide to withdraw their child, they should inform the headteacher who will find other provision for the child to engage in during the lesson. Currently, headteachers must comply with requests to withdraw from any non-statutory lessons in the programme.

Policy on Menstruation:

65. We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period, especially children whose family may not be able to afford or will not provide sanitary products.
66. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and will make every reasonable effort to support children to access their education and enjoy school.
67. Puberty is occurring earlier than ever before, and it is now not uncommon for children to start their periods whilst in primary school even in Year 4. For this reason we deliver puberty lessons to all children in Years 4,5 and 6.
68. As part of these lessons all children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods and how they can be managed hygienically and sensitively.
69. Menstruation is a healthy biological function for 50% of our school. It should not be something that a person is made to feel embarrassed, shameful or be teased about. As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation.

70. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used.
71. In school we have a menstruation kit available in the First Aid room which contains sanitary products and plastic bags to wrap up underwear should there have been any accidents. Children will be made aware of where these are kept and how they can be accessed through designated members of staff, including lunchtime supervisors.
72. When school trips or residential visits are arranged for Years 4,5 and 6, provisions to deal with a child's period needs to be considered and planned for.

Monitoring & Evaluation:

73. We monitor the children's learning by looking in PSHE books and discussing learning with pupils. This acts as evidence of the work the children have been involved in and documents their learning experiences. We also survey pupils after learning (in KS2) to find out if they would have liked information to be taught at a different time.
74. In addition, as a school we ensure staff feel confident to deliver relationship and sex education by looking at resources, updates and discussing issues each year before delivery. Training will be provided to anyone that is new to teaching the scheme.

Safeguarding Children:

75. When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.
76. All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.
77. It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.
78. There is support on offer if we have any concerns or wish to have any support around delivering the MFFF programme to vulnerable children.
79. However, we recognise that for children who may be vulnerable due to past, or present abuse, or changes in family situations this type of work, whilst it may be sensitive, and there may be needs to adapt the programme or offer additional support, it is also a protective factor in preventing further abuse. It may help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.