

Forres Sandle Manor (Subject) Policy

Policy Title	Lifeskills and RSE
Policy Lead (Appointment (& Initials))	Acting Head of Lifeskills (WP)
Date of Last Review	Sept 2021
Date of Next Review	Sept 2022

LIFESKILLS AND RSE

INTRODUCTION

At Forres Sandle Manor, we believe in the importance of education for the whole child. Personal and social development at the school is the sum total of all of the experiences, planned and unplanned, received by our young people in the course of their time in our school that promote their social, spiritual, moral, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. As a thriving day and boarding school, our ethos is firmly set around the belief that happy children succeed, and therefore live well and confidently in the different settings in which they find themselves. Lifeskills lessons at FSM are the planned elements of the whole curriculum that help to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world.

The Lifeskills curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths, beliefs and life styles. Our rolling programme of planning documents shows the topics that we address in relation to British values at different points in the cycle. However, British values are not always easily 'taught'. Instead, they are lived through the school's ethos and values, and are an implicit part of the whole-school community and within the remit of all of our Social, Moral, Spiritual and Cultural teaching. One of our main aims is for children to understand, respect and appreciate the richness and diversity of other religions and cultures whilst being proud of their own.

We want each and every pupil at FSM to 'live life well'.

British values are also embodied in the following more specific ways:

- Assemblies, held 3 times a week, are led by the Head Teacher, Deputy Head Teacher, a member of the teaching staff or pupils themselves. The themes reflect those of the core British values, Lifeskills lessons, or key national and international dates. They also revolve around fundamental Christian values, including time for reflection, hymns and prayer.
- There are a number of programmes that promote the idea of leadership within the school community, such as the School Council, Boarders' Council, positions of responsibility and the mentoring programme.

- The school regularly organises fund-raising events which support a diverse range of local, national and international charities. This enhances pupils' understanding of their place in a culturally diverse society and gives them opportunities to experience such diversity
- The school actively promotes the rule of law and the value of democracy through visits from the local mayor and MP as well as visits to the local police, fire and rescue services. Classroom rules and rules within the wider school community are formulated and discussed in conjunction with pupils. Pupils are given the opportunity to vote for School Council members as well as members of the Boarders' Council. Rights and responsibilities are a key part of our citizenship education. Democracy plays a large part in school life. Pupils have the opportunity to have their voices heard through our School Council.
- Within school, pupils are actively encouraged to make choices as part of individual liberty, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely and responsibly.
- We require that the school environment is fair and just. Through acting thus we build positive relationships with others in our community. We aim to inspire pupils to act in a fair and just manner, celebrating their achievements and taking responsibility for their actions where it is needed.

AIMS

Through Lifeskills, we aim to educate the emotional literacy of pupils by:

- Developing their confidence and responsibility and making the most of their abilities.
- Preparing pupils to play an active role as citizens in their personal lives, their life within the school community and the wider society.
- Encouraging them to develop a healthy, safe lifestyle that encompasses physical, emotional and mental wellbeing.
- Helping them to develop strong, positive relationships and respect the differences between people and be confident about their own individualities.
- Promoting financial awareness and competence.

OBJECTIVES

In learning Lifeskills, pupils will:

- Have a school leadership team that puts a high value on the role that Lifeskills.
- Plays in our school's development and well-being.
- Have a whole school approach to Lifeskills Education that recognises its importance and builds on its aims at every stage and in every sphere.
- Ensure that pupils receive consistent messages about key aspects of health and wellbeing.
- Have a planned and balanced delivery of Lifeskills Education that is well resourced.
- Assess, record and report on pupils' achievements in an appropriate and agreed manner.

- Give pupils a voice through School Council, Boarders' Council, questionnaires and Circle or Tutor Time .
- Develop and encourage partnerships with parents, carers and our local community.
- Encourage staff professional development where appropriate.
- Work with a selection of carefully chosen visitors to bring additional expertise to the curriculum.
- Enable swift and easy referral where pupils need further support.

LIFESKILLS AND ICT

Information and communication technology enhances our teaching of Lifeskills, wherever appropriate, in all key stages. The children use ICT in a variety of ways, such as word-processing, finding information on the Internet, presenting information through PowerPoint where appropriate, and through film. They can make creative use of the digital camera to record photographic images. Role-playing software can engage children in visual scenarios which they can direct themselves.

TEACHING AND LEARNING

The curriculum has been developed to meet the aims stated above. Whilst there is a well-balanced scheme of work, it is considered flexible and not overly-prescriptive; it is recognised that the subject requires the teacher to be at times reactive to circumstances which arise and to children's needs. We recognise that the teaching of Lifeskills is a spiral curriculum. That is, areas will be revisited and studied at greater depth at age-appropriate stage.

The following principles are used to guide all aspects of Lifeskills provision. We aim to:

- Establish clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries.
- Use distancing techniques, including depersonalised discussions and role play.
- Use clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences.
- Deal with unexpected questions and comments from children and young people sensitively.
- Build on children and young people's knowledge and experiences.
- Ensure that learning is active, vivid and real, developing understanding through enquiry, group discussion and problem-solving.
- Provide a range of opportunities for children and young people to learn, practise and demonstrate skills, attitudes and knowledge.
- Allow time for children and young people to reflect and consolidate their learning.
- Have high expectations of children and young people's achievement and behaviour.
- Provide differentiated learning opportunities for children and young people with special educational needs.
- Use a variety of groupings, including single sex, where appropriate.

THE SYLLABUS

The year-by-year syllabus has been developed to ensure a natural progression through a series of age-appropriate topics.

In **EYFS**, we teach Lifeskills as an integral part of the topic work covered during the year and Forest School, with strong reference to British Values and Learning Traits. It is very responsive to children's needs.

At KS1, the curriculum is an integral part of the topic/curricular work covered during the year but draws on The Cambridgeshire PSHCEE scheme of work. In the Pre-Prep Department, one thirty-five minute lesson per week is currently dedicated to the subject, shared between Lifeskills and RS. This is supplemented by a 25 minute Form Teacher 'Circle Time' session once a week and a weekly assembly.

At Year 3 & 4, the content of our Lifeskills programme is largely addressed in the classroom through the curriculum, in discreet sessions such as Circle Time, the content of which may be planned according to our programme or may arise from issues and questions raised by the children in response to their experiences and through Forest School.

In **Years 5-8**, one 50 minute lesson every other week is currently dedicated to the subject. The Cambridgeshire PSHCEE Scheme forms the basis for planning, but not exclusively so, and encompasses studies based on the following recurrent key areas:

- Myself and My Relationships.
- Citizenship.
- Economic Wellbeing.
- Healthy and Safer Lifestyles.

This is supplemented by Form Tutor time and a weekly assemblies. This academic year, the Year 8s are mentees for Y5 & 6 and Year 7s are mentees for Y3 & 4. They will meet formally on Friday mornings of sleep out / half-terms but informally throughout the term.

In addition to these class-based lessons, pupils are given the opportunity to hear carefully researched and selected outside speakers and visitors covering relevant topics where appropriate. Visitors are a valuable resource. They can bring new knowledge, expertise and experiences to the classroom. They can also offer real scenarios for the children to engage with values clarification and problem solving. All visitors are CRB checked, pre-agreed with the Head and briefed with regard to the ethos of the School, the context of class/group to be visited and issues of confidentiality. We have a policy document produced in the school to ensure safeguarding is fully addressed, when we have visitors in the school. Pupils experience a range of residential visits as part of our total provision which also enhance the Lifeskills curriculum.

TEACHING AND LEARNING METHODS

At FSM, we aim to have active, exciting, relevant and up-to-date provision!

- Teaching starts from and builds upon the children's current knowledge, understanding, skills, language, experience, concerns and interests. Starting points may be determined through diagnostic activities, e.g. concept mapping, 'draw and write' and 'draw and tell' techniques and discussion.
- Wherever possible, contexts for learning are relevant to the children and make use of actual situations and current issues.
- There is a high degree of active participation by children, and active learning techniques appropriately used.
- Games, such as co-operative games, circle time games and parachute games are used to support learning.
- Appropriate use is made of drama, role-play and simulation.
- Wherever possible, teaching methods use a balance of visual, auditory and kinaesthetic approaches in order to cater for the preferred learning styles of the children.
- Organisation and management in the classroom offers children opportunities for working individually and collaboratively in pairs and groups.
- Whole school involvement in democratic forums such as the School Council/ Boarders' Council is used as vehicles for discussion, debate and decision making.
- Circle Time is an important vehicle for providing the above.
- Thinking skills such as information-processing, reasoning, enquiry, creative thinking and evaluation are a core part of pupil experience
- Above all, Lifeskills is a safe and comfortable place in which to explore and express feelings, experiences and ideas.
- Surveys are undertaken periodically to assess the impact, enjoyment and effectiveness of provision.

ASSESSMENT, PROGRESSION, RECORDING AND REPORTING

Formal assessment in Lifeskills is not undertaken. Teachers assess the children's work in Lifeskills by making informal judgements as they observe them during lessons.

Teachers may employ:

- Self-assessment (checklist, display, questionnaire, discussion).
- Peer assessment (role-play, interviewing each other).
- Whole group base line assessment (brainstorms, worksheets, role-play, discussion and debate).
- Teacher assessment (checklist, response to group).
- Joint teacher, pupil assessment (reflection and involvement in school, ability to work within the group, Circle Time).

Additionally, evidence of learning in Lifeskills comes from:

- Improved attitude and behaviour in class and around the School.
- Increased awareness of courtesy, trustworthiness and respect for property.

- Increasing ability to form constructive relationships with one another, teachers and other adults.
- Increasing understanding of the impact the individual makes on others.
- Increasing respect for the differences between people, particularly their feelings, values and beliefs.
- Notes, pictures and worksheets recorded in the children's work books.
- An increasing ability to show initiative and take responsibility.

The Lifeskills curriculum is delivered by the Lifeskills teachers, with the support of the Head of Science, and the appropriate boarding staff. The Acting Head of Lifeskills will convene Faculty meetings to support colleagues in the teaching of Lifeskills, gain information about current developments in the subject, and to provide a strategic lead and direction for the subject in the school.

Approaches to evaluation may include:

- Participatory activities at the end of lessons or units of work.
- Questionnaires at the end of units or as part of an end of year review.
- Feedback from pupils and teachers about particular aspects of the curriculum.
- Comparison with pupils' existing knowledge, understanding and skills.

Through this approach, training needs are identified to ensure the programme remains relevant to the needs of the pupils.

RESOURCES

Many of the life skills resources are online, held in the Life Skills folder in Teachers or on the school network. Also there is a live Google Shared Drive with the overviews of work. This list records topics / subjects that have been covered during each current academic year. Our Lifeskills room holds a selection of materials for teaching sensitive topics.

CHILD PROTECTION/CONFIDENTIALITY

Occasionally, pupils may make personal disclosures in class or to individual teachers, particularly in Lifeskills where discussion is encouraged. The disclosure may refer to inappropriate activity the child has been part of or has experienced. All Lifeskills teachers are clear about their legal and professional roles and responsibilities as outlined in the Child Protection Policy and Safeguarding Policy.

NOTE: Due to the diverse nature of Lifeskills, this policy should be read in conjunction with the whole school policies held on record under Non-Academic Policies File.

COMMUNICATION

The Acting Head of Lifeskills meets with the Head of Pre-Prep and Forest School teachers at the beginning of each year as well as liaising with staff who are teaching Lifeskills in that academic year. In a school our size there is also a great deal of informal communication throughout the term.

DIFFERENTIATION, EQUAL OPPORTUNITIES AND DIVERSITY

In Lifeskills lessons, every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, disabilities, special educational needs or social-economic background. This policy has been written according to the guidelines laid down in the school's Equal Opportunities Policy. As with all teaching at the school, Lifeskills is taught in such a way as to include all children irrespective of their ability, gender, race or ethnicity. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties and when teaching Lifeskills, we take into account the targets set for the children in their Individual Education Plans.

LINKS WITH OTHER POLICIES

- Equal Opportunities.
- Child Protection.
- Behaviour, Rewards and Sanctions.
- Anti-Bullying.
- Safeguarding and Child Protection.
- Visitors.
- E-Safety.
- Cyberbullying.
- Preventing Radicalisation

RELATIONSHIP AND SEX EDUCATION POLICY

This policy applies all to pupils in the school, including in the EYFS.

INTRODUCTION

At Forres Sandle Manor School, we recognise our responsibility to promote the spiritual, moral, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

This policy has been written in accordance with:

- The DfE Sex and Relationship Education Guidance that was issued in July 2000 and the PSHE Association supplementary SRE Guidance.
- The Education (Independent School Standards) (England) Regulations 2010 in force from January 2013.
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information, departmental advice for independent schools, academies and free schools in force from November 2014.

And updated with reference to the new guidelines:

- New Prevent Duty Guidance: School Specific Advice effective July 2015.
- New Keeping Children Safe Guidance effective July 2015.

WHAT IS RELATIONSHIP and SEX EDUCATION?

It is lifelong learning about physical, moral and emotional development. It is about the understanding and appreciation of family life, marriage, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity. Effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It is our aim, for RSE at this school, to encourage exploration of healthy relationships, values and moral issues, consideration of sexuality and personal relationships and the development of communication and decision-making skills.

This policy is a working document which provides guidance and information on all aspects of SRE and aims to provide a secure framework within which staff can work.

WHY SHOULD RELATIONSHIP AND SEX EDUCATION BE TAUGHT IN SCHOOL?

Relationship and Sex Education begins at a very early age and while much of it is learnt from parents, it is also received from friends, books, magazines, television, the internet, music, films and so on. Some of this information can be incorrect, confusing or frightening. Relationship and Sex Education in school provides a secure framework and environment in which our pupils can be given the facts using appropriate materials. It also allows them to develop the necessary skills to discuss personal issues and creates a positive attitude to sexual health and well-being.

Wide ranging research has shown that children want information about changes and situations they will experience before they happen to them. A structured programme in school increases the probability of this being achieved. Furthermore, although children want to be able to discuss relationships and sex with their parents, many parents and children prefer the school to take a lead and provide a springboard for the discussion. A partnership between home and school and open dialogue between parent and child are the ideal. As Forres Sandle Manor has a large full boarding contingent, it is important that the school provides a range of opportunities to discuss RSE issues. It is also important as part of our remit to uphold British Values

AIMS AND OBJECTIVES FOR RELATIONSHIP AND SEX EDUCATION

The aim of Relationship and Sex Education is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education are:

- Children need to be given clear guidance for POSITIVE, RESPECTFUL, HEALTHY relationships between men and women.
- Children need positive reference points: Years 1-6: Building blocks - permission,

consent, trust, respect, self-respect Years 7-8 : Relationships, forming healthy relationships, internet relationships, safe sex.

- To clarify/reinforce existing knowledge and provide the knowledge, information and support to which all pupils are entitled.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To respect and care for their bodies and have a positive attitude towards their body and sexuality.
- To give pupils the ability, skills, knowledge and confidence to make positive, informed choices and make the most of their abilities.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Children need to identify and control risks of on line dangers.
- To have the ability and knowledge to keep themselves and other people safe by minimising risk from harm.
- To have an understanding of their own and others' attitudes, values and beliefs and an individual moral framework based on British values that will help them to make positive decisions.
- To respect the right of individuals to hold opinions that differ from their own as long as these views do not impact on the rights of others.
- To provide the confidence to be participating members of society and to value themselves and others.
- To be prepared for puberty and adulthood.

MORAL AND VALUES FRAMEWORK

The DfE guidance states that Relationship and Sex Education should contribute to promoting the spiritual, moral, cultural, mental and physical development of students. It should stress the importance of relationships for family life, stable and loving interactions, respect, love and care and the teaching of sex, sexuality and sexual health. Our approach to promoting fundamental British values in our RSE provision follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar.

As part of Relationship and Sex Education, pupils should be taught about the nature and importance of marriage for family life and bringing up children. But the Government recognises – as in the Home Office, Ministerial Group on the Family consultation document 'Supporting Families' - that there are strong and mutually supportive relationships outside marriage. Therefore pupils should learn the significance of marriage and stable relationships as key building blocks of community and society. Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.

All those who teach aspects of Relationship and Sex Education within the school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of Relationship and Sex Education will encourage students to:

- Value and respect themselves.
- Value and respect others for who they are, not for what they have or what they can do.
- Value healthy sexual relationships which are based on mutual respect, care and goodwill.
- Value and respect difference in people's religion, culture, sexual orientation, physical and mental ability and social background.
- Value and respect their own and others' rights to make choices in sexual relationships after having accepted responsibility for considering the consequences of those choices.
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another.

The personal beliefs and attitudes of teachers will not influence the teaching of Relationship and Sex Education in this school.

THE ORGANISATION OF RELATIONSHIP AND SEX EDUCATION

The Head of Lifeskills is the designated teacher with responsibility for co-ordinating Relationship and Sex Education.

RSE is:

- Taught within the Lifeskills curriculum at KS2 and 3 by Lifeskills teachers and/or matrons.
- Delivered as part of science and Lifeskills lessons where the opportunity arises as well as through related curricular subjects such as RS in KS1 and Circle Time.
- Taught through the EYFS commitments.

RSE Programme of Study

This is taught mainly within the PSHCEE scheme of work and encompasses work on positive self-esteem. Biological aspects of Relationship and Sex Education are taught within the Science curriculum and some moral aspects are taught within the Religious Education curriculum. Relationship and Sex Education is taught by Lifeskills teachers and, if appropriate, boarding staff and outside visitors. A range of teaching methods which involve children's full participation are used to teach Relationship and Sex Education. These include use of small group work, media, discussion, case studies, drama and role-play. Ground rules and distancing techniques are used to establish a safe environment to facilitate discussions and students are encouraged to reflect on their learning. Relationship and Sex Education is usually delivered in mixed gender groups. However, there may be occasions

where single gender groups are more appropriate and relevant. A school is a learning establishment and within it, children have the right to expect all their queries to be answered in a factual and unbiased way. Use of anonymous question boxes can be used to depersonalise questions.

EYFS

Children are provided with experiences and support which help them develop a positive sense of themselves and of others. We ensure support for children's emotional well-being to help them to know themselves and what they can do. Areas covered include, changes in ourselves since being babies, what we can do now that we couldn't do before.

Years 1- 4

At this stage an informal and natural attitude is fostered, together with a sense of awe and wonder concerning the process of life. RSE is approached through linked curricular areas as well as through some discrete sessions as the need arises based on key concepts covered in the Cambridgeshire scheme of work. Our policy is to match the young child's question with a simple and straightforward answer that they can understand which is appropriate for their age and maturity and to be highly responsive to needs and questions that arise.

Year 5

- What are male and female sexual parts called and what do they do?
- What happens to the bodies of boys and girls when they reach puberty?
- What influences my view of my body?
- How can I keep my growing and changing body clean?
- How can the spread of viruses and bacteria be stopped?
- Pupils have gender based talks on puberty.

Year 6

- How are babies made?
- How can I express my feeling positively as I grow up?
- When am I responsible for how others feel?
- What should adults think about before they have a baby?
- What are families like?
- Pupils watch Sex Education DVD in gender groups.

Key Stage 3

Year 7

- How is my body developing and what changes might I expect in the future?
- Do I understand the physical and emotional effects of puberty?
- How can I manage these changes?
- Do I understand the facts about sex and reproduction?
- What shapes my attitudes to relationships and sex, including those of family life and marriage?

- Do I know how and where to access the support I might need?
- Pupils watch DVD on Puberty.

Year 8

- What are relationships and what part does sexual behaviour play in them?
- How does the way I see myself affect my self-confidence and behaviour?
- How does it feel to be different and discriminated against?
- What is my responsibility in terms of respecting others?
- What are the pressures that might be put upon me and how could I deal with them?
- What do rights and responsibilities mean in relationships?
- How do I keep myself safe and healthy?
- Pupils have E-safety talks on sexting and use of social media.

RESOURCES

RSE resources are stored by the head of Lifeskills and are chosen and checked for:

- Being inclusive.
- Positive, healthy and unbiased messages.
- Age appropriateness.
- Promoting positive British values.
- Accuracy.
- Being up to date.

USE OF VISITORS/OUTSIDE AGENCIES

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the planned delivery of RSE in school. Visitors/outside agencies are invited into school because of the particular expertise or contribution they are able to make. All visitors/outside agencies are familiar with and understand the school's RSE policy and values framework, and are expected to work within it. The Acting Head of Lifeskills will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's Relationship and Sex Education programme. A teacher will be present during the lesson.

TEACHING METHODOLOGY

The school is committed to employing active learning methods which involve children's full participation. It is essential that schools help children develop confidence in talking, listening and thinking about relationships and sex. Before starting Relationship and Sex Education lessons, ground rules are discussed and agreed with the children. These ground rules will help the teacher create a safe environment which will minimise any embarrassment the children might feel and will discourage inappropriate personal disclosures.

Most lessons will be taught to full classes, with gender groups for certain topics as deemed appropriate.

- Ground rules help to create a safe environment for both teacher and pupil. They should be established with each class before Relationship and Sex Education lessons commence.
- Distancing techniques help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, appropriate videos, etc. can help children to discuss issues in a depersonalised, safe environment.

DEALING WITH QUESTIONS

Clear boundaries for questioning are established and ground rules set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse school protection procedures should be followed. As the range of understanding may be considerable, a three level response to questions is advised:

- Answer in class for all children to hear.
- Answer one-to-one away from other children.
- Refer back to parents/carers, with the child's consent, to establish their willingness to have their child's question answered.

TERMINOLOGY

OFSTED guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

EQUAL OPPORTUNITIES

It is our aim to provide a Relationship and Sex Education programme which is accessible to all our children and that. Our RSE programme is inclusive and acknowledges and accommodates the diversity within any group of people in terms of gender, religion, language, race, culture, social background, appearance, family set-up (including same sex partners), special needs, ability or disability, thereby promoting British values. We aim to have equal time and provision for all pupils. Any pupil deemed to need additional support in this area will be catered for appropriately, after consultation with the child's parents.

Materials and resources for lessons are chosen carefully, avoiding stereotypical images. Teaching activities are aimed to ensure that they engage both boys and girls and at times single sex groups might be appropriate. Differentiation for children with Special Educational Needs should be planned for in terms of:

- Learning objectives.
- Activities.
- Teaching methods.
- Resources.

CONFIDENTIALITY AND CHILD PROTECTION

In compliance with the school's Safeguarding Policy, staff reassure children that their interests will be maintained and encourage and allow children to talk but are not able to ask leading questions in order to gain more information. Teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Head teacher or, in his absence, the Deputy Head teacher. Any suspicion of sexual abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

WITHDRAWAL OF STUDENTS FROM RELATIONSHIP AND SEX EDUCATION AND COMPLAINTS PROCEDURE

Under the 1993 Education Act, parents have the right to withdraw their children from all or part of the school's Relationship and Sex Education programme **except those in the statutory National Curriculum** (biological aspects of human growth and reproduction) **taught in Science**. The school will inform parents/carers when aspects of the Relationship and Sex Education programme are taught and will provide opportunities for parents/carers to view the videos and resources being used. The option to withdraw a child must be returned to the class teacher. If parents wish to withdraw their child/children from our Relationship and Sex Education programme then this must be discussed with the class teacher and when appropriate the Head teacher.

Any complaints about the content or delivery of Relationship and Sex Education should be addressed to the Head teacher.

LINKS WITH OTHER POLICIES

- Equal Opportunities.
- Child Protection.
- Behaviour, Rewards and Sanctions.
- Anti-Bullying.
- Safeguarding and Child Protection.
- Visitors.
- E-Safety.
- Cyberbullying.
- Preventing Radicalisation.