



St Thomas' CE Primary School (Heaton Chapel)

Relationships and Sex Education Policy (RSE)

Date: May 2021

Approved by: Curriculum and Teaching Governor Committee (pending approval by Full Governing Body in June 2021)

Review Date: February 2022

Introduction

'I have come that they may have life, and have it to the full.' (John 10:10)

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

St Thomas' CE Primary School considers that Relationships & Sex Education (RSE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development and helps them to cherish themselves and others by understanding that they are uniquely and wonderfully made in the image of God.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that RSE includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood - to live a life in *'all its fullness'*.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop. The Christian message of love, joy and the celebration of humanity without exception or exclusion is fundamental to all that we do and uphold within our school and is at the heart of the Church of England's guidance in *Valuing All God's Children* (2014).

For Church schools, RSE is not just about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

We passionately believe this is paramount for teaching pupils the skills, wisdom and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

We aim to achieve this by...

- Providing PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBT parents, adoptive parents, foster parents/carers amongst other structures.
- Providing our pupils with RSE that is age-appropriate and contributes to lifelong learning and wellbeing.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school and on our website, and supporting them should they have questions or concerns about RSE.
- Working collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in RSE where appropriate.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- SEND Code of Practice 2015
- Children and Social Work Act 2017
- DfE 'Keeping Children Safe in Education'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'National curriculum in England: science programmes of study'

This policy operates in conjunction with the following school policies:

- | | |
|---------------------------------|------------------------------|
| • Safeguarding Policy | • Anti-Bullying Policy |
| • Behaviour Policy | • E-safety Policy |
| • SEND Policy | • PSHE Policy |
| • Equality and Diversity Policy | • Wellbeing Policy |
| • RE Policy | • Teaching & learning policy |

Definition of Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers. *'Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to willingly engage in learning in a safe and welcoming environment'* (Valuing All God's Children, 2014).

Definition of Sex Education

The DfE continues to recommend that all primary schools should have a 'sex education programme tailored to the age and the physical and emotional maturity of the pupils...' Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a sex education programme in place.

At St Thomas' we do teach pupils sex education beyond what is required of the science curriculum - the content is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. *NB: Parents will be notified of when sessions are to be delivered, invited to view lessons and resources beforehand, and given an opportunity to discuss any questions or concerns with staff.*

Aims of Relationship and Sex Education

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims:

- To give children the confidence and self-esteem to value themselves and others within a nurturing and loving environment, without fear of judgement.
- To understand about the range of relationships, including the importance of family for the care and support of children.
- To develop confidence in talking, listening, and thinking about feelings and relationships, understanding that they will get things wrong and try again as they work out how to be in relationship with others - they see modelled a community of compassion that makes this possible.
- To be able to name parts of the body and describe how their bodies work.
- To be prepared for puberty.
- To understand the consequences of their actions and behave responsibly within relationships.
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support.
- To understand the role the media plays in forming attitudes.
- To understand what a healthy relationship is both on and offline.
- Ensure children know how and where to access appropriate support.

Safeguarding & Confidentiality

Everyone involved in the teaching of RSE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will be aware that effective RSE, which brings an understanding of what is and is not acceptable, may lead to disclosure of a child protection issue.

If a staff member has any concerns or a child discloses information giving cause for concern, this must be reported to the DSL and the schools safeguarding policy must be followed.

Equality and Diversity

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships and Sex education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, faith, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships and Sex education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils. *(See appendix 4)*
- Ensuring freedom from all forms of bullying including homophobic, biphobic and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice.

Role of the Headteacher

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our RSE policy.
- Ensure the policy is implemented effectively.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Provide clear information for parents on the right to request withdrawal (see *Right of Withdrawal* section), and engage with parents on this matter should any requests be made.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

Role of Subject Leads

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The Governing Board should make sure that: -

- The ethical, moral and spiritual aspects of learning and development are upheld and embedded within this curriculum.
 - All pupils make progress in achieving the expected educational outcomes.
- The curriculum is well led, effectively managed and well planned.
- The quality of provision is regularly evaluated and that self-evaluation is effective.
- Teaching is delivered in ways that are accessible to all pupils with SEND.
- The subjects are resourced, staffed, and timetabled in a way that ensures that the school can fulfil its legal obligations.

Organisation of the Curriculum

RSE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

At St Thomas' we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils:

- All teachers will have responsibility for planning and delivering RSE.
- Everyone involved in the teaching of RSE will follow the school policy.
- A balanced and non-judgmental approach will be taken, and the personal beliefs and attitudes of teachers will not influence the teaching of RSE.

At St Thomas' a number of teaching strategies will be used, to deliver an inclusive RSE curriculum, including:

- Establishing ground rules with pupils
- Using 'distancing' techniques (e.g. Case studies, social stories/cartoons...)
- The provision of an 'Ask it Basket' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and age-appropriate materials
- Encouraging reflection

At St Thomas' we follow the PSHE Association scheme of work, which is split into 3 core themes.

The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as children move through the school:

Core Theme 1: Health and wellbeing

Core Theme 2: Relationships

Core Theme 3: Living in the wider world – Economic wellbeing and being a responsible citizen

By the end of primary school, pupils will have been taught content on:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

(Refer to appendices 1 & 2 for more detail of this)

Curriculum Links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and Sex and Education will be linked to the following subjects in particular:

- Religious Education and Collective Worship – use of the *HeartSmart* resource to promote positive messages about self-image and self-esteem, building well-being and resilience in pupils to uphold the Christian belief that they are uniquely and wonderfully made in the image of God.
- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time - gives pupils the opportunity for discussion and listening to other people views and opinions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

Assessment

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - reflective diaries, class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for PSHE and RSE, to ensure it is both relevant and effective.

Monitoring and Evaluation

The PSHE subject leader will monitor delivery of PSHE with teaching staff to ensure consistent and coherent curriculum provision including -

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Lesson planning scrutiny

Consultation & the Role of Parents & Carers

The school is aware that the primary role in children's Relationships and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Similarly, we also understand how important parents/ carers' views are in shaping the curriculum. In promoting this we:

- Will consult and inform parents/carers about RSE through the school prospectus, letters, school website and information sessions.
- Inform parents about our school's Relationships and Sex Education policy and practice.

- Answer any questions that parents may have about the Relationships and Sex Education of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex Education in our school.

Answering Difficult Questions

Staff will teach and respond to questions in the context of the year group and content that is age-appropriate. The 'traffic light' system of agreed vocabulary will be followed across the whole school to ensure a consistent approach. *(See appendix 3)*

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through the use of an 'Ask it Basket' made available each lesson, or through individual work and/or discussion with the child/parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the schools safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents' wishes before questions are answered.

Language

At St Thomas' we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching. *(See appendix 3)*

Right of Withdrawal

Relationships and Health Education are **statutory** at Primary School and there is **no right to withdraw** from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

As **Sex Education** is **not statutory** at Primary level (other than what is taught as part of the Science Curriculum), parents / carers have the **right to request to withdraw** their child from all or part of the Sex Education curriculum (for Primary schools this only covers **sex and conception**).

At St Thomas', sex and conception is only taught in Year 6, and these lessons are the only ones that parents have the right to withdraw their child from. Before considering this option, we would always encourage parents to come and talk to us, and any requests made will need to be submitted in writing to the Headteacher.

(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

The Role of External Agencies

The school may liaise with external agencies to support and compliment the schools PSHE/RSE programme of study. All agencies will be aware of the schools' policies and procedures and their role within them:

- Any matters reported by visitors will be dealt with in line with the Safeguarding Policy.
- We will ensure that the teaching delivered by visitors fits with the planned programme of study.
- The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

Review

- The policy will be reviewed annually.
- The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.
- The governing board is responsible for approving this policy.
- Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Headteacher: Ms L. Loynes

Chair of Governors: Mrs S. Oldfield

Policy Review Date: February 2022

This policy has been written and has had input from a wide range of representatives throughout a long consultation process, including from Government guidance, Local Authority guidance, Church of England guidance, the Governors, the Headteacher, the Subject Coordinator (specialist), the SENCO, our whole teaching staff body and a parent consultation group.

Many thanks to everyone who has worked hard and offered their valuable input and insight into creating this policy to reflect and honour everyone in our school community.

Appendix 1: By the end of primary school children should know...

Relationships Education

These outcomes are taken from the PSHE Association's Programme of Study and form part of the overall compulsory PSHE curriculum. At St Thomas' we cover these explicitly within our PSHE lessons but recognise the need to embed many of these aspects through a 'hidden' or discrete curriculum as well. Cross-curricular links are made to our Computing Scheme of Work and a range of resources are used to deliver these strands e.g. HeartSmart (a resource that helps build character and positively contributes to resilience and wellbeing, with a focus on healthy relationships); the Christopher Winters Project (CWP) lessons for RSE and DATE; Circles Work which incorporates our Restorative Approaches strategies (which links to our Behaviour Policy).

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security, and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily

	<p>reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative, or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Online relationships</p> <p>(links to Computing)</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 2: Outline of coverage in each Year Group

At St Thomas' we use the Christopher Winter Project (CWP) Scheme of Work to deliver RSE lessons across the whole school. This is in line with the PSHE Association's Programme of Study and builds in age-appropriate progression. We have consulted staff, parents and governors to tailor the content and resources in order to reflect our community and context.

We also use the HeartSmart resource which makes links to the 'Health and Wellbeing' and 'Relationships' themes within the Programme of Study and further enhances our delivery of the PSHE and RSE curriculum.

Reception: Dressing and undressing by myself/hygiene, making friends, code of behaviour, how am I different/ the same as others, how can we work as a team, social differences between boys and girls.

- The importance of friendship
- The importance of saying sorry and forgiveness
- Recognise that all families are different

Year 1:

- Different friends – understanding that we can be friends with people who can be different to us.
- Growing and changing – discuss how children grow and change, understand that babies need care and support and know that older children can do more by themselves.
- Families and Care – know that there are different types of families and to know which people we can ask for help.
- Additional resources – *The Family Book* by Todd Parr

Year 2:

- Differences- identify differences between female and males and the concept of gender stereotypes.
- Male and female animals- how this is part of the lifecycle and understand that making a new life needs a male and a female.
- Naming body parts- describe the physical differences between male and females and name the body parts.
- Additional resources - Anatomically correct toy farm animals; *It's Ok to be Different* by Todd Parr; *Princess Smartypants* by Babette Cole; *William's Doll* by Charlotte Zolotow; *Shapesville* by Andy Mills

Year 3:

- Valuing differences – including body parts
- Keeping Safe – appropriate and inappropriate physical contact (PANTS resource, NSPCC)
- Help and support – including work on different types of families
- Additional resources - *It's Ok to be Different* by Todd Parr; *Cinderella's Bum* by Nichols Allan

Year 4:

- Growing up – the human lifecycle; identifying basic facts and changes about puberty
- Puberty – how it's linked to reproduction; periods (Betty Education resource)
- Healthy relationships – exploring respect in all relationships, including those online
- Additional resources – *Hair in Funny Places* by Babette Cole

Year 5:

- Puberty – emotional and physical changes; asking questions in gender groups
- Reproductive system – male and female changes (periods and sperm production)
- Help and support – personal hygiene; different ways of getting support
- Healthy relationships – balanced and unbalanced power (Real Love Rocks resource, Barnardos)
- Additional resources – amaze.org videos 'Oh no, B.O!', 'Menstruation: What to expect', 'All about getting your period'; *Hair in Funny Places* by Babette Cole

Year 6:

- Puberty and reproduction – why the body changes during puberty in preparation for reproduction
- Families, conception and pregnancy – how people start a family; sexual intercourse
- Relationships – importance of communication; respect; online grooming; recognising risks online and reducing this (CWP resource, Real Love Rocks resource)
- Keeping safe – including FGM (PANTS resource, NSPCC)
- Additional resources – amaze.org video 'What makes a healthy relationship?'; BBC Teach film 'Sex – What's it all about?'; CEOP interactive game 'Band Runner' and video 'JIGSAW (8-10 year olds)'; CBBC Newsround video – 'Caught in the Web'

Appendix 3: Progression of vocabulary ('traffic light' system)

This overview of vocabulary is reviewed annually by all teachers and governors, and reflects the content delivered in RSE lessons ('green' vocabulary). It also takes into consideration the questions and language that may arise through discussion and questions asked by pupils within the context of lessons ('amber' and 'red' vocabulary). This should be used as a guide for all staff when delivering each RSE lesson, to ensure that content covered is appropriate and in line with our agreed policy and scheme of work, as well as in dealing with difficult questions posed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Green</p> <p><i>Curriculum content specific to each Year Group. Vocabulary is rolled out across the school starting from Year 1. Each year builds on from the previous year.</i></p>	<p>Private parts Male Female Penis Vulva</p> <p>Focus: Growing and caring for ourselves; naming body parts</p>	<p><i>Vocab from Y1</i></p> <p>Nipples Testicles Sex / Gender</p> <p>Focus: Differences between boys & girls; naming body parts</p>	<p><i>Vocab from Y1-2</i></p> <p>Vagina Uterus / womb Breasts Gay Same-sex</p> <p>Focus: Valuing difference; naming body parts</p>	<p><i>Vocab from Y1-3</i></p> <p>Sperm Egg / ovum Fertilisation Pubic hair Hormones Puberty Periods / menstruation Sanitary towels Tampons Reproduction Pregnancy Genitals Wet dreams</p> <p>Focus: Growing up (puberty & body changes); Life Cycles (in context of Science curriculum)</p>	<p><i>Vocab from Y1-4</i></p> <p>Fallopian tube Scrotum Foreskin Erection Ejaculation Male sex cells Female sex cells</p> <p>Focus: Puberty and vocab associated with this; Life Cycles (in context of Science curriculum)</p>	<p><i>Vocab from Y1-5</i></p> <p>Clitoris Sex / sexual intercourse Kissing Contraception Conception Multiple births Umbilical cord Foetus Homosexual Lesbian</p> <p>Focus: Puberty, sexual intercourse & conception</p>
<p>Amber</p> <p><i>Vocab & issues that may be raised by pupils. Discuss in the context of the class & lesson. Approach with caution.</i></p>	<p>Testicles Breasts Nipples Gay</p>	<p>Breasts Gay Same-sex</p>	<p>Puberty Homosexual Lesbian Transgender</p>	<p>Clitoris Kissing Homosexual Lesbian Transgender</p>	<p>Contraception Kissing Masturbation Transgender Circumcision Clitoris Homosexual Lesbian FGM (see Safeguarding policy)</p>	<p>STIs HIV / AIDS Rape Sexting Transgender Paedophile Circumcision Masturbation FGM</p>
<p>Red</p> <p><i>Vocab & issues to be directed back to parents to discuss with pupils as deemed necessary. Not to be covered in this year group.</i></p>	<p>Slang words e.g. willy, front bottom, flower...</p>	<p>Slang words e.g. willy, front bottom, flower...</p>	<p>Slang words e.g. willy, front bottom, flower...</p> <p>Sex (discourage talk related to sexual relationships)</p> <p>Clitoris</p>	<p>FGM</p> <p>Masturbation</p> <p>Pornography</p> <p>Sex (discourage talk related to sexual relationships)</p> <p>Abortion</p>	<p>Sex (discourage talk related to sexual relationships)</p> <p>Abortion</p> <p>Pornography (see Safeguarding policy)</p>	<p>Oral sex</p> <p>Anal sex</p> <p>Promiscuity</p> <p>Pornography</p> <p>Abortion</p>

Inappropriate Vocabulary:

- Swearing or slang words. Local Authority guidance in this matter is that at the beginning of the unit pupils should be given an opportunity to discuss different words and the accurate vocabulary that should be used. Emphasis on the correct use of terminology to describe body parts is essential.
- Homophobic language is challenged and children are taught acceptable and unacceptable words.

Appendix 4: Strategies for inclusion of all pupils & tailoring lessons to meet specific needs

At St Thomas' we are passionate about the inclusion of all pupils and tailor lessons to meet specific needs. In the context of PSHE and RSE, we believe this is even more important as it teaches life skills and puts safeguards in place to help the most vulnerable of pupils as they transition towards their teens and adulthood.

At the discretion of the class teacher and through liaison with parents and the SENCO / inclusion leads, adjustments can be planned and delivered to ensure that all pupils access relevant and age-appropriate lessons and that needs are met. Some of these are as follows:

- Revisit ground rules each lesson to establish and reinforce clear expectations. These may need teaching explicitly beforehand on a 1:1 basis to ensure pupils are given the opportunity to ask their own questions or to identify misconceptions e.g. Identifying public vs private spaces, emphasising that the classroom will be changed from a public space to a space where pupils may discuss private issues in a 'safe' space; discussing appropriate and inappropriate questions (intrusive questions vs questions about the content)...
- Pre-learning sessions planned for specific pupils using a range of strategies e.g. word mats or glossaries to introduce new vocabulary and lists using alternative language to slang; diagrams to look at and discuss; explicit strategies in place to help deal with embarrassment or inappropriate responses; use of social stories and cartoons to raise issues...
- Use of TAs during these lessons to offer 1:1 support where necessary and a plan in place to support pupils who may not be able to cope with the lesson content and may find certain topics a particular challenge. Additional materials should be on hand to offer alternative learning in another location if needed.
- Check-ins and mini-breaks / brain breaks planned to support all pupils and for those with specific emotional regulation difficulties.
- Use of visual and tactile resources where possible which can be used to refer back to and reinforce learning little and often.
- Spend time looking at who are 'trusted adults' and if needed, create a visual guide for specific pupils using photos of these people.
- Use of an 'Ask it Basket' to give pupils the opportunity to ask questions but also for the teacher to be able to field questions and answer these appropriately.
- Liaison with the SENCO to identify specific needs that have been identified within a pupil's EHCP to focus on e.g. friendships and healthy relationships; hygiene routines; being as healthy as possible... Content may need stripping back to focus on the 'non-negotiables'.
- Use simple, clear, unambiguous language alongside key technical vocabulary, avoiding euphemisms which can cause confusion for literal thinkers.
- Prompt cards used by pupils to hold up e.g. true / false cards, yes / no cards, emotions cards to express feelings...
- Time-out cards offered to specific pupils to support them to emotionally regulate and attend to their learning once they've had a short break.
- If a pupil's cognitive age is significantly lower than their chronological age, adjustments will need to be made to ensure that the pupil is still prepared for the onset of puberty and changes to expect, and careful planning and liaison with parents/carers is essential to ensure that the needs of the pupil are considered.

NB: If parents need access to a translated copy of the policy / overviews, this can be arranged for them, and staff will need to be mindful of any families within their class needing language support before starting any RSE work.

Important questions to consider before delivering RSE:

- How will I prepare to teach this topic? (What do I need to do? What resources do I need? Do I need external support?)
- How will I adapt to the needs of pupils? (Would any lessons be a 'trigger' to any pupils? What are the challenges? What language and concepts will pupils need support with? Do I need additional support in the classroom?)
- How will I assess pupil understanding and progress?