

Relationships and Sex Education (RSE) Policy – Primary

Embleton View

Introduction

Embleton View recognises that RSE is cross-curricular and impinges on all aspects of pupils' personal and social education and development. We recognise and understand our statutory requirement to provide education on relationships, health and wellbeing, as well as our responsibility to teach sex education. This education is available to all pupils and a whole-school approach to RSE is adopted, incorporating aspects of our ethos and organisation and enabling effective pastoral support.

Due to the nature of the subject, this policy should be read and implemented in conjunction with other related policies, principally our policy, statement on and schemes of work for PSHEE, Curriculum Policy Teaching and Single Equalities Policy.

Definition of Relationships Education (for KS1-2)

Relationships Education is comprised of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From when they arrive in the Year 1, and throughout their primary education at Embleton View, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Definition of Relationships and Sex Education (RSE) (for Upper KS2)

The aim of RSE is to give pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It will enable pupils to know what a healthy relationship looks like and what makes a good friend, good colleague and a successful marriage, civil partnership or other type of committed relationship. RSE also covers contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We teach what is acceptable and unacceptable behaviour in relationships. This helps pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Health (Physical and Mental wellbeing) Education (See our PSHEE Policy) – Definition

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing, recognise issues in themselves and others and, when issues arise, seek support as early as possible from appropriate sources.

Intent

Principles and Values

In addition, Embleton View believes that RSE should:

- be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life
- be an entitlement for all pupils
- encourage each pupil to contribute to our community and aim to support each other as they grow and learn
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- encourage pupils and Learning and Development Coordinators (LDCs) to share and respect each other's views. The important values are love, respect and care for each other
- generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment
- recognise that parents and carers are the key people in teaching their children about sex, relationships and growing up. We aim to work in partnership with parents, carers and pupils, consulting them about the way these topics are delivered at Embleton View and recognise that the wider community has much to offer and aim to work in partnership with health professionals, and other professionals or services as deemed appropriate.

Relationship and Sex Education at Embleton View has three main elements:

Attitudes and Values

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- Learning the importance of values, individual conscience and moral choices
- Learning the value of family life, stable and loving relationships and marriage
- Learning about the nurture of children
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making
- Challenging myths, misconceptions and false assumptions about normal behaviour

Personal and Social Skills

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict

Knowledge and Understanding

- Learning and understanding, at appropriate stages, physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships
- Learning the reasons for delaying sexual activity and the benefits to be gained from such delay

Content

Teaching materials used reflect ongoing consultation with parents, carers and professional advisers and are regularly reviewed to ensure they are age-appropriate, of high-quality and contextually appropriate to our pupils. Age and cultural backgrounds of the pupils are always regarded in relation to resources that are used. We ensure that our RSE curriculum is well-planned, with many opportunities for questions and discussions whilst also including effective assessment to monitor understanding.

Organisation

The majority of content will be taught by the pupil's class LDC. We look for opportunities to integrate teaching where appropriate from across wider curriculum subjects such as citizenship, RE, science, computing and PE to promote a whole school approach to wellbeing and health. Appropriate and suitably experienced and/or knowledgeable visitors from outside of our school may be invited to contribute to the delivery of RSE at Embleton View.

Implementation

Delivery – linking to wider curriculum subjects

We ensure that staff feel confident and informed in the delivery of our RSE curriculum, through our staff training and high-quality planning and resources. Pupils learn at the appropriate level how good relationships can promote mental well-being, how to manage their feelings positively and how to manage changing relationships. Starting with our youngest of pupils, we recognise the importance of teaching our pupils how to be tolerant and respectful to all, regardless of the Protected Characteristics such as gender or race to help ingrain these values as early as possible. We emphasise the importance to our older pupils of being role-models for our younger pupils with regard to their own role in relaying the correct information around RSE. We recognise that it is often peers and older children who pupils will discuss RSE matters with and so we promote our pupils being factual and responsible with the information that they hold and share.

The school aims to teach in a way which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the changes of puberty and adult life. The RSE programme, outside the Science Schemes of Work where certain topics are dealt with, is conducted using a variety of informal activities which have been built into the programme. Sessions will require pupils to respond in a variety of ways, depending on the content and age-group and ability of those being taught. Topics which pupils may find particularly difficult to discuss, such as consent, will be given ample time to ensure open discussions can take place.

Procedures for Relationships and Sex Education

A coherent programme of RSE has been developed which focuses on the core areas detailed above. The Headteacher organises the key elements in sessions liaising with specialist agencies including health professionals where appropriate. Facts are

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presented, and issues considered within a clear moral framework, allowing pupils to recognise the importance of dignity and respect for themselves and others, the values of family life and acceptance of responsibility.

Within the context described above, topics such as contraception are discussed since avoiding sensitive or controversial issues can leave pupils confused and at risk. A range of methodologies and resources are used, regularly reviewed and updated to ensure accuracy of information and relevancy. Issues of a particularly sensitive nature require explicit delivery. They are presented in a broad and balanced way, free from sensationalism and personal bias and sensitively geared to the level of pupils and their needs and experience.

Within any particular group there is an emphasis on trust, respect for privacy, care and compassion and the necessity of listening to others' opinions in a respectful, reflective manner. Sensitivity to religious beliefs is regarded as an important dimension. The school seeks to develop pupils' self-esteem, emotional resilience and a sense of responsibility by counteracting prejudice and victimisation. Key elements of RSE, or those which are especially sensitive, may be delivered by specialists. However, the school will ensure that:

- LDCs are aware of their legal responsibilities;
- The concerns of LDCs never trespass on parental rights;
- Pupils are taught how to gain information on a wide range of health-related issues to include information on the provision of specific and individual advice;
- Should an LDC believe a pupil to be in danger or distressed, or should questions from pupils cause such concerns, the Designated Safeguarding Lead should be consulted so that the best course of action can be identified.

It is important that all staff and outside visitors taking part in this programme are aware of these ground rules and that a classroom is not the same as a counselling session or clinic. In any one class, there are pupils from different backgrounds, at varying levels of physical and emotional maturity. LDCs need to be sensitive to the needs of all their pupils and work in a way which protects their sensibilities. Our programme for Relationship and Sex Education is broken down into the following programmes of study:

Relationships Education (KS1 and KS2)

<p>Families and people who care for me</p>	<p>Pupils will be taught:</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 for them • 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/civil partnership 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 or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils will be taught:</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, 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

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	<p>right</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	<p>Pupils will be taught:</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 • 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 reporting bullying to an adult) and how to get help • 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.
Online relationships	<p>Pupils will be taught:</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.
Being safe	<p>Pupils will be taught</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 and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse. • where to get advice from e.g. family, school and/or other sources.

National Curriculum for Science (KS1 and KS2)

The Human Body and Reproduction	At key stages 1 and 2 this includes teaching 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.
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Relationships and Sex Education (KS2 – Year 6)

Sex Education	<p>The content of our Sex Education Curriculum in KS2 considers pupils’ ongoing emotional and physical development and maturity of our pupils. It is reviewed and adapted in consultation with parents and carers. It is age-appropriate and takes into account the developmental differences of the pupils, considering religious backgrounds and the significance of other factors such as any special educational needs or disabilities.</p> <p>The content includes ensuring that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science.</p>
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Health Education (KS1 and KS2)

Mental wellbeing	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible.
Internet safety and harms	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits • about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others’ mental wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health.

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Healthy eating	Pupils will be taught: <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories, and nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).
Health and prevention	Pupils will be taught: <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing • the facts and science relating to allergies, immunisations and vaccination.
Basic first aid	Pupils will be taught: <ul style="list-style-type: none"> • to know how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils will be taught: <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle.
Menstruation	The onset of menstruation can be confusing or even alarming for girls if they are not prepared. As with education about puberty, the programme will include understanding of and preparation for menstruation, for all pupils. The school will also make adequate and sensitive arrangements to help girls manage menstruation and with requests for sanitary protection.

Senior Management and whole school approach: To ensure effective practice across the school, we have established a curriculum lead for our Relationships Education, Relationships and Sex Education and Health Education who is the PSHEE Co-ordinator.

Alongside this, our senior management team will ensure these subjects are set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. For example, our curriculum on relationships and sex complement, and are supported by, the school's wider policies on behaviour, inclusion, respect for equality and diversity, bullying and safeguarding (including handling of any reports pupils may make as a result of the subject content). The subjects sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its therapeutic and pastoral care system. This is also the case for our teaching about mental health within health education. The curriculum on health education similarly complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport, extra-curricular activity and school food.

The school will consider how its teaching can help support the development of important attributes in pupils, such as honesty, kindness, tolerance, courtesy, emotional resilience and self-efficacy, as well as how those attributes are also developed by other aspects of the school's provision. The Pastoral & Operational Lead and Personal & Social Development Lead ensure that issues are proactively addressed in a timely way in line with current evidence on pupils' physical, emotional and sexual development, in line with pupils' needs, informed by pupils' voices and participation in curriculum development.

Specific Issues within RSE

Child Protection, reporting and confidentiality: Embleton View has a separate Safeguarding & Child Protection Policy. Effective Relationships and Sex Education may bring about disclosures of child protection issues and staff are aware of the procedures for reporting their concerns by informing the Designated Safeguarding Lead. Staff ensure that pupils are made aware of how to raise concerns or make a report, and how any report will be handled. This includes if they have a concern about a friend or peer.

When teaching the new subjects, the school recognises that, as they get older and are exposed to a greater number of issues in *Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

life, pupils may raise topics including self-harm and suicide. In talking about this content in the classroom, LDCs will be aware of the risks of encouraging or making suicide seem a more viable option for pupils and avoid material being instructive rather than preventative. Staff will take care to avoid giving instructions or methods of self-harm or suicide and avoid using emotive language, videos or images.

Dealing with Difficult Questions

We recognise that primary-aged pupils will often ask staff questions pertaining to sex or sexuality which go beyond what is set out for our Relationships Education. We recognise that pupils of the same age may be developmentally at different stages, leading to different types of questions or behaviours. As such, our teaching methods take account of these differences – including when they are due to our pupils' Special Educational Needs (SEN) and consider the potential for discussion on a one-to-one basis. Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the child concerned, considering each question and as a case-by-case basis. Staff do not have to answer questions directly and can be addressed individually later. Staff will consider with their pupils what is appropriate and inappropriate in a whole-class setting and the school will offer support and training in answering questions which are better not dealt with in front of a whole class. Individual LDCs must refer to the Designated Safeguarding Lead if they are concerned by a pupil's questions.

Sexual Identity and Sexual Orientation including Lesbian, Gay, Bisexual and Transgender (LGBT)

Embleton View believes that Relationships and Sex Education should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Teaching about LGBT will form part of our Relationships and Sex Education Programme of Study; the school will ensure that its teaching is sensitive, age-appropriate and delivered with reference to the law. Should it be encountered, homophobic bullying or teasing is dealt with strongly yet sensitively, as we recognise that primary-aged pupils may not understand the full connotations of their words, and endeavour to teach them to be kind and respectful at all times.

Equal Opportunities and inclusion (Including SEND) in Relationships and Sex Education

The Relationship and Sex Education curriculum has been developed to take into account the diversity of the school's population and to meet the needs of the pupils. We are aware of our requirements to comply with the Equality Act 2010 and we review our teaching materials to ensure their suitability for our pupils. All Relationships and Sex Education will be inclusive and meet the needs of all pupils, recognising that issues such as sexuality, disability, ethnicity and faith affect attitudes towards sex and relationships.

At Embleton View, we believe Relationships Education, RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised is our starting point to ensure accessibility. This school is also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when preparing these subjects for those with SEN, this is reflected in our curriculum and intent and the curriculum's 'Golden Thread'. Embleton View recognises that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEN. Relationships Education can also be a particular priority for some pupils. Such factors will be taken into consideration in designing and teaching these subjects.

Involvement of Parents/Carers

We recognise the vital role parents/carers play in the development of their children's understanding about relationships. As such, we encourage an active partnership with all parents/carers in the development and the delivery of Relationships and Sex Education, so that parents/carers can feel confident in the programme offered to their children. Parents/carers are informed by letter prior to specific RSE sessions and are invited in to discuss the content with the LDCs.

Parental Rights – Right to be excused from Sex Education

In line with [statutory guidance](#), whilst **parents/carers do not have the right to withdraw their children from all or any part of Relationships Education or Health Education**, parents/carers can request to withdraw their children from any or all parts of the school's programme of Sex Education, other than those elements which are required by the National Curriculum. It is realised that, under exceptional circumstances, a very small number of parents/carers may wish to exclude their children from this programme. If parents/carers have requested that their child be withdrawn from an aspect of Sex Education, the Headteacher will meet with parents/carers to discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the LDC (although the detrimental effects may be mitigated if the parent proposes to deliver Sex Education to their child at home instead).

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Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents'/carers' request to withdraw the child (as is their right up to and until three terms before the child turns 16).

At Embleton View, we believe that all pupils should be offered the opportunity of receiving an appropriate, comprehensive and well-planned programme of Relationships and Sex Education in accordance with the law and government policy. Relationships and Sex education is taught, in part, through Science sessions in accordance with the National Curriculum. All pupils at Embleton View have a basic entitlement to information about the human life cycle and reproduction, which is covered in the science curriculum. **Parents/carers do not have the right to withdraw pupils from this provision** which forms the basis for understanding the nature of life itself. Once a pupil has been withdrawn they cannot take part in the Sex education programme until the request for withdrawal has been removed.

Assessment

Embleton View maintains the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress. Sessions are planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Their learning is assessed, and assessments used to identify where pupils need extra support or intervention. Whilst there is no formal assessment for these subjects in the sense of an examination, we use a range of methods, for example, written assignments/answering of scenario cards, discussions or self-evaluations, to capture progress.

Impact

Monitoring and Evaluating the impact of RSE

The school will regularly monitor Relationships, Health and Sex Education to ensure the curriculum is effective and meeting the needs of our children. This will be carried out by the SMT. Monitoring will involve:

- Reviewing pupils' learning within books and assessments
- Reviewing curriculum resources with parents/carers and pupils.
- Ensuring that vocabulary being used within sessions is appropriate to the current language being used by pupils
- Reviewing parent/carer and pupil questionnaire responses to look for developments that can be made.

Advisory Board

As well as fulfilling their legal obligations, the Advisory Board will also make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils
- clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Confidentiality

LDCs conduct Relationships and Sex Education sessions in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved, or likely to be involved in sexual activity, then the LDC will take the matter seriously and deal with it as a matter of child protection. LDCs will respond in a similar way if a pupil indicates that they may have been a victim of abuse. In these circumstances, the LDC will talk to the pupil as a matter of urgency. If the LDC has concerns, they will draw their concerns to the attention of the Designated Safeguarding Lead. (See also our Child Protection Policy.)

Legal Status:

- Complies with The Education (Independent School Standards) (England) Regulations currently in force.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019 (DfE: July 2019)
- Sections 34 and 35 of the Children and Social Work Act 2017 (HM Gov: 2017)
- Keeping Children Safe in Education (DfE: 2021)
- The Equality Act 2010
- SEND Code of Practice: 0 to 25 years (DfE: January 2015)

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- *Sexual Offences Act 2003* (HM Government: 2003)
- *Sexual violence and sexual harassment between children in schools and colleges* (DfE: September 2021)

Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours
- Pupils accessing Embleton View
- All staff (teaching, support and admin staff), pupils on placement, the proprietors, agency staff and volunteers working in the school.

Availability

- This policy is made available to parents/carers, staff and pupils as a hardcopy upon request from the school office.




Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.

The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Documents:

- Curriculum Policy
- British Values Policy
- PSHEE Policy
- SMSC Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
Date: March 2024	Date: March 2024	Date: March 2024
Reviewed:	Reviewed:	Reviewed:

APPENDIX 1 – RELATIONSHIPS EDUCATION INFORMATION FOR THE PROPRIETORS AND ADVISORY BOARD

What is Relationships Education?

Since September 2020, Relationships Education (also referred to as Relationships and Sex Education or RSE) has been a statutory requirement in all primary schools.

Further information on Relationships Education, RSE and Health education can be found [here](#).

Schools must have regard for this document; it contains information on what schools should do and sets out legal duties with which the school must comply. The content of Relationships Education for primary schools like Embleton View includes:

- Family relationships and different family structures;
- Friendships and teamwork;
- Healthy and unhealthy relationships (including types of bullying);

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- Consent and autonomy (covering body ownership and safeguarding);
- Feelings and emotions;
- Relationships online;
- Puberty and growing up (including key facts about the menstrual cycle);
- How babies are conceived and born.

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