



RSE Policy (Relationship and Sex Education)

March 2024

Orchard House School

RSE policy

Rational and Ethos

In 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (DfE, 2021), relationships education is defined as: 'on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.'

Relationship and Sex education at Orchard House School will ensure that our pupils:

- Have an awareness and understanding of themselves
- Know how their bodies change
- Know how to manage their feelings and express themselves
- Have the skills to become happy, confident and independent individuals
- Are able to make informed decisions about their health and wellbeing

Definition

Relationships Education:

"Relationships Education is learning about the physical, social, emotional and legal aspects of human relationships. These include friendships, family life and relationships with other children and adults. Relationships Education supports our children to be happy, healthy and safe in their connections and interactions with others, now and in the future."

Health Education:

"Health Education is learning about the characteristics of good physical health and mental wellbeing and the equally important role that each of these play in our everyday lives. It explores the important role that physical health has on our mental health and vice versa. Health Education supports our children to be happy, healthy and safe in their health-related choices and behaviours, both physically and mentally, now and in the future."

Sex Education:

"Sex Education is learning about the physical, social, emotional and legal aspects of human sexuality and behaviour, including human reproduction. Aspects of sex education are covered in the context of learning about lifecycles in science."

Purpose

The purpose of this policy is:

- To provide guidance and information on relationships education;
- To provide a clear framework within which teachers may teach the subject;
- To clarify the legal requirements and responsibilities of the school;
- To outline the school's approach to relationships education;

- To provide guidance on developing and implementing, and monitoring the relationships education curriculum;
- To provide a basis for evaluating the effectiveness of the school's relationships education curriculum.

Context

At Orchard House, relationships education is taught within the context of the school's aims, ethos and values, and with due consideration to the attitudes, values, personal and social skills and knowledge and understanding that the school considers to be appropriate for the pupils in our care.

Relationships education is incorporated into the curriculum on the basis that:

- It is taught with reference to friendships, long-term relationships, cohabitation, civil partnerships, marriage and an inclusive understanding of family life.
- It is situated in the broader context of social, moral, spiritual and cultural (SMSC);
- development and personal, social, health, citizenship and economic education (PSHCEE);
- It is important to build positive relationships with others, involving trust and respect;
- Pupils are taught to respect and care for their own bodies and to keep themselves safe.
- Furthermore, relationships education may also provide an opportunity for pupils:
- To clarify and understand their own attitudes, morals and values;
- To develop self-esteem and the skills to manage relationships;
- To develop the children's ability and confidence to make informed choices;
- To develop the children's ability and knowledge to keep themselves and others safe by minimising risk from harm;
- To develop a positive attitude towards their bodies and emotions.

Aims of relationships education

The aims of the relationships education curriculum are:

- To equip all pupils with accurate, unbiased knowledge and understanding about relationships;
- To provide pupils with opportunities to acquire life skills that will help them to form positive, successful relationships with others;
- To give pupils opportunities to explore and respect their own and others' opinions, attitudes and values;
- To nurture pupils' self-esteem, self-awareness, confidence and emotional well-being, especially in their relationships with others;
- To promote the skills needed for a healthy lifestyle and the responsibility children have towards their own body;
- To encourage pupils to take responsibility for, and accept the consequences of, their own actions;
- To help pupils develop skills needed to be members of society and to value themselves and others;
- To provide guidance on where to find information and support;
- To develop and use critical judgement to respond to the influences of their peers and the media;
- To help pupils develop their personal moral framework with regard to sex and relationships;

- To prepare pupils for adolescence and adulthood.

Roles and Responsibilities

The provision of RSE is overseen by the Heads of PSHCEE for KS1 and KS2. The Form teachers deliver the lessons, and they receive training, support and CPD from the heads of PSHCEE and the Jigsaw Programme..

Legislation and guidance

This policy has been written with regard to the following documents:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE, 2021)
- The Children Act (2004)
- Statutory Framework for the Early Years Foundation Stage (DfE, January 2024)

Safe and effective

To promote equal opportunity and inclusion for all, the school's approach to the teaching of relationships education will be mindful of:

- **The needs of boys and girls**

The school shall consider the particular needs of boys and girls and adopt gender-inclusive teaching styles. The school shall also be proactive in identifying and challenging sexism and sexist bullying.

- **Gender and sexuality**

Relationships education may include discussions of gender and sexuality in a balanced and sensitive manner that will positively represent a variety of gender and sexual identities. At an age-appropriate level, teachers shall also confront the social problems of homophobic bullying and stereotyping based on gender and sexuality.

- **Ethnic and cultural diversity**

The school will consult pupils, parents, and carers about any specific views and values they may have that arise from ethnic or cultural backgrounds and promote respect for, and understanding, the views and values of different ethnic and cultural groups regarding relationships education.

- **Religious backgrounds**

The religious background of pupils will be taken into account when planning teaching so that topics are appropriately handled.

- **Home backgrounds**

The school recognises that our pupils come from a variety of family circumstances and home backgrounds. The school shall ensure that teachers do not make assumptions or use language that leads to children feeling excluded due to their family circumstances and home backgrounds.

- **Special educational needs**

The school recognises that there are children of different abilities in all classes and seeks to provide suitable learning opportunities for all children by matching the tasks to the child's ability. The teaching of relationships education will include differentiated tasks to ensure that all pupils are able to access the relationships education curriculum.

- **EAL**

The teaching of relationships education will take account of children for whom English is an additional language. Visual aids will be used to help pupils understand vocabulary and the concepts taught, in addition to differentiated tasks and teacher support.

- **Answering difficult questions**

Sometimes a pupil will ask a difficult question during a relationships education lesson. Such questions will be handled sensitively and may be addressed individually after the lesson. Individual teachers are expected to use their professional judgement and discretion if such a situation were to occur and to seek guidance from the head if they are concerned. There are 'worry boxes' in each classroom where children can write any questions they have, and ground rules, different from classroom rules, are established before discussing topics.

Safeguarding and confidentiality

RSE may bring about disclosures of safeguarding children issues. All teachers are familiar with the procedures for reporting concerns. Teachers should make clear to pupils where the boundaries of confidentiality lie before pupils make personal disclosures. The following will help to establish clear boundaries for confidentiality between pupils and teachers:

- Establishing ground rules in lesson
- Having an anonymous questions box (**ask me basket**)
- Reassuring pupils that their best interests will be maintained
- Encouraging pupils to talk to their parents or carers and providing them with the support to do so
- Ensuring that pupils know that teachers cannot offer unconditional confidentiality
- If possible abuse is disclosed, teachers will follow the school's child protection policy and procedures.

Curriculum design

The RSE curriculum is a spiral curriculum building on skills and understanding year on year and following the guidelines from the DFE. It is embedded into the PSHCEE curriculum, which has been created from plans from the Jigsaw Programme. The following principles are used with the teaching of RSE:

- There is a safe learning environment agreed ground rules are used effectively
- Teaching starts from where the pupils' progress is assessed
- Classroom visitors are used effectively
- Scare tactics are not employed- there is no shock, horror approach
- Teaching is inclusive and sensitive, and distancing techniques are used
- The lessons develop knowledge, skills and attitudes and are relevant to young people's lives, including life online
- Pupil's questions are well handled
- Further support and advice is signposted
- The lesson is closed effectively.

The teaching programme for relationships education

Early Years Foundation Stage

Children learn about the concept of male and female and about young animals. In ongoing PSED work, they are introduced to the concept of personal safety develop skills to form friendships and think about relationships with others. How relationships education is covered in the Statutory Framework for the Early Years Foundation Stage (DfE, January 2024)

Physical development

'Health and self-care: children know the importance for the good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident trying new activities and saying why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.' Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

Understanding the world

People and communities: children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.'

Key stage 1

In religious education and PSHCEE lessons, children reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and talk about emotions. The children begin to cooperate with others in work and play and begin to recognise the range of human emotions involved in social interactions and ways to deal with them. Through their work in science, children learn about the life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health and about the importance of personal safety.

Key stage 2

In religious education and PSHCEE lessons, children continue to develop an understanding of relationships within a family, between friends and the community and that there are different types of friendship. The children develop the skills needed to form relationships and respond intelligently and sensitively to other people's emotions and feelings. They consider how to make simple choices and exercise some basic techniques for resisting peer pressure. In Form 5 and Form 6, designated relationships education lessons are taught and focus on developing skills and attitudes rather than merely acquiring knowledge. All pupils learn about the physical and emotional changes that both sexes undergo and the importance of positive relationships. In science lessons,

the children build upon their knowledge of life cycles and learn about the basic biology of human reproduction, including the birth of a human baby in Form 5. This knowledge is revised and consolidated in Form 6. They are taught about the physical, emotional and social changes at puberty, including maintaining a good standard of personal hygiene.

By the end of Form 6

Families and people who care for me

Pupils should know:

- 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 or unsafe, and how to seek help or advice from others if needed;
- Marriage in England and Wales is available to both opposite-sex and same-sex couples. The Marriage (Same-Sex Couples) Act 2013 extended marriage to same-sex couples in England and Wales. The ceremony through which a couple get married maybe civil or religious.

Caring friendships

Pupils should know:

- 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, manage conflict, manage these situations, and seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- 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 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 Pupils should know:
- 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 are shared and used online.

Online relationships

Pupils should know:

- 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 are shared and used online.

Being safe

Pupils should know:

- 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, for example, family, school or other sources.

Mental Well-being

Pupils should know:

- 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 well-being and happiness.
- simple self-care techniques, including the importance of rest, 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 well-being.
- 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 well-being 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 be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- that for most people, the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others, 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

Pupils should know:

- 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, walking or cycling to school, 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.

Healthy eating

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other 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 tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

Health and prevention

Pupils should know:

- 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, including skin cancer.
- the importance of sufficiently 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 treated, and the importance of handwashing.

- the facts and science relating to immunisation and vaccination

Basic first aid

Pupils should 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 should know:

- 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.

The role of parents

The school acknowledges that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children, and they have the most significant influence in enabling their children to mature and form healthy relationships. The school wishes to build positive and supportive relationships with the parents of children at the school through mutual understanding, trust and co-operation.

In promoting this objective, the school will:

- Consult with parents over the development of the school's relationships education policy and practice;
- Share the content of specific relationships education lessons
- Provide opportunities for parents to discuss the content of lessons in confidence and answer any questions that parents may have in relation to relationships education;
- Answer any questions that parents may have about the relationships education of their child;
- Inform parents about best practice with regard to relationships education so that the key messages that parents and carers provide to children at home are supported by relationships education teaching in school. The school believes that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents' and carers' right to withdraw their child(ren) from relationships education lessons

There is **no right** for parents to withdraw their child(ren) from relationships education as the Department for Education believes the contents of the subject, such as family, friendship, safety (including online safety), are important for all children to be taught. We are fully complying with the Department for Education recommendations for all primary schools to have a sex education programme tailored to the pupils' age and physical and emotional maturity. Parents have the right to withdraw their child from Sex Education, but not the right to withdraw their child from any lessons that are in the statutory Relationships, Science and Health Education Curriculum. If a parent wishes to withdraw their child from Sex Education, we ask that they discuss it with the

Head Teacher directly. Alternative work will be given to pupils who are withdrawn from Sex Education.

ICT

ICT will be used, where appropriate, to enhance teaching and learning

Monitoring, reporting and evaluation

The heads of PSHCEE monitor and review the effectiveness of the programme of study through pupil's questionnaires, class discussions, formative assessment, work scrutinies, teachers' evaluations and pupils' self-assessments, feedback from parents, carers and teaching staff. These findings are used to inform future developments and areas for change. In particular, listening and responding to the views of pupils and parents is viewed positively, strengthening the policy and ensuring that it meets the needs of all pupils.

Appendix I: RSE Questionnaire (Parents)

RSE Parent Questionnaire

Thank you for taking the time to complete this questionnaire.

Please tick one box for each statement, indicating your level of agreement. If you tick disagree, it would be helpful to have a comment in the space below as to why you disagree.

1. The school promotes tolerance and respect for others.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure / don't know

2. The school treats my child fairly, regardless of his/her gender, faith, race or needs.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure / don't know

3. The school listens and responds to the views of pupils.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure / don't know

4. The school safeguards my child effectively.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure / don't know

5. The school actively promotes good behaviour.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure / don't know

6. The school ensures that my child develops effective skills in making friends and developing positive relationships.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure / don't know

7. The school ensures that pupils treat others with respect.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

8. The school deals with bullying effectively.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

9. The school recognises and deals effectively with discriminatory behaviour, including sexism and racism.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

10. The school recognises and deals effectively with unwanted sexual behaviour (e.g. name calling, nude image-sharing or sexual touching).

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

11. Teaching about relationships is effective.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

12. The school ensures my child learns in a safe environment.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

13. The school discusses with me any concerns about my child as they emerge.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure / don't know

14. Please add any comments below:

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Appendix 2: RSE Questionnaire (Pupils)

RSE Pupils Questionnaire

Thank you for taking the time to complete this questionnaire.

Please tick one box for each statement, indicating your level of agreement. If you tick disagree, it would be helpful to have a comment as to why you disagree in the space below.

The respondent's email (null) was recorded on submission of this form.

1. Email *

Section A

Welfare and support. This is to help us understand about respect and safety in your school and how pupils get help when they need it.

2. The school treats pupils fairly

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure
 I don't understand the question

3. The school listens to pupils' feedback.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure
 I don't understand the question

4. Pupils treat each other with respect.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure
 I don't understand the question

5. The school helps me understand how to make friends and to develop positive relationships.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure
 I don't understand the question

6. Pupils look to support each other more than seek support from teachers.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly disagree
 Not sure
 I don't understand the question

7. Please add comments here if you want to explain your answers above, especially if you disagree or strongly disagree with the statements:

8. All areas of the school are safe places to be.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

9. The school teaches me about safety.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question
- Other: _____

10. I understand how to stay safe online.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

11. Please add comments here if you want to explain your answers above, especially if you disagree or strongly disagree with the statements:

12. I am happy at school.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

13. I can speak to a member of staff if I am worried about sexist and unwanted sexual behaviour (e.g.name-calling, nude image-sharing or sexual touching).

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

14. The school will try to make it better when things aren't right.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

15. Please add comments here if you want to explain your answers above, especially if you disagree or strongly disagree with the statements:

16. The school expects pupils to behave well.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

17. The school sorts out poor behaviour.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

18. The school takes bullying seriously.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

19. Racist, sexist and other discriminatory behaviours are taken seriously by teachers and are not tolerated by the school.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

20. Please add comments here if you want to explain your answers above, especially if you disagree or strongly disagree with the statements:

Section B

The quality of relationships and sex education. This is to help us understand how relationships and sex education is taught in your school and whether it helps you.

21. I learn a lot in relationships and sex education lessons.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

22. Relationships and sex education lessons are interesting.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

23. We spend enough time on relationships and sex education.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

24. The school teaches me about respectful relationships, including friendships.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

25. The school teaches me what I need to know about intimate and sexual relationships, and about consent.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

26. I feel confident to ask questions in relationships and sex education lessons.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

27. The school teaches me how to recognise and respond to unhealthy or abusive relationships.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

28. In relationships and sex education, we learn about stories in the news on discrimination (e.g. sexism or racism).

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure
- I don't understand the question

29. Please add comments here if you want to explain your answers above, especially if you disagree or strongly disagree with the statements:

Section C:

Other comments

30. What does the school do well?

31. What could be improved?

32. Is there anything else you would like to tell us?

33. Is there anything else you would like to tell us?

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Appendix 3: RSE Questionnaire (Staff)

RSE Staff Questionnaire

Thank you for taking the time to complete this questionnaire.

Please tick one box for each statement, indicating your level of agreement. If you tick disagree, it would be helpful to have a comment as to why you disagree in the space below.

Educational provision

1. The school promotes tolerance and respect for others, including those with protected characteristics.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly Disagree
 Not sure / don't know

2. The school treats all pupils fairly, whatever their gender, faith, race or needs.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly Disagree
 Not sure / don't know

3. Comment on educational provision:

Safeguarding

4. The school listens to children and takes any necessary action.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly Disagree
 Not sure / don't know

5. The school deals promptly and correctly with any concerns about pupils' welfare.

Mark only one oval.

- Strongly agree
 Agree
 Disagree
 Strongly Disagree
 Not sure / don't know

6. The school would deal promptly and correctly with any concerns about the conduct of adults towards children.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

7. I would have no reservations about using the school's whistleblowing policy if my concerns about a child are not being taken seriously.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

8. My safeguarding training equips me to deal effectively with any concerns about pupils which may arise.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

9. The school provides clear guidance to pupils and staff about keeping safe on-line.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

10. Comment on safeguarding:

Behaviour, Relationships and the Teaching of RSE

11. The school promotes good behaviour, including the appropriate and consistent use of rewards and sanctions.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

12. Pupils treat each other with respect.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

13. Pupils display positive behaviour and attitudes towards others.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

14. Pupils readily help and support others.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

15. Pupils develop effective skills in making friends and developing positive relationships.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

16. The school recognises and deals effectively with all types of bullying.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

17. The school recognises and deals effectively with discriminatory behaviour, including sexism and racism.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

18. The school recognises and deals effectively with unwanted sexual behaviour (e.g. name-calling, nude image-sharing or sexual touching).

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

19. I know how to respond if a pupil approaches me about sexist and unwanted sexual behaviour (e.g.name-calling, nude image-sharing or sexual touching).

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

20. Comment on behaviour, relationships and the teaching of RSE:

Leadership and management

21. The leadership encourage staff to express their views about the provision of relationships and sex education.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

22. The leadership respond effectively to any concerns raised.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

23. The governors (and/or the proprietor) support the teaching of RSE effectively.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

24. Comment on leadership and management:

The Teaching of RSE

25. If you teach RSE: The school trains staff to teach relationships and sex education well and with confidence.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

26. If you teach RSE: The school provides sufficient resources for the teaching of relationships and sex education.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

27. If you teach RSE: There is sufficient allowance in the timetable for the effective teaching of relationships and sex education.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

28. If you teach RSE: I am confident about how to teach about sexist and unwanted sexual behaviour (e.g. name calling, nude image-sharing or sexual touching).

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

29. If you teach RSE: The school teaches pupils effectively about respectful relationships, including friendships.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

30. If you teach RSE: The school teaches pupils effectively about intimate and sexual relationships, and about consent.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

31. If you teach RSE: Pupils feel confident to ask questions in relationships and sex education lessons.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

32. If you teach RSE: The school teaches pupils effectively how to recognise and respond to unhealthy or abusive relationships.

Mark only one oval.

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
- Not sure / don't know

33. Comment on the teaching of RSE:

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Appendix 4: RSE curriculum overview - content and focus for each year group



Curriculum overview - PSHCEE/RSE

with Attainment Descriptors ('Working At' level)

Form	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Form 1 Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology)

	<p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<p>Identifying and overcoming obstacles</p> <p>Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<p>Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<p>Self-acknowledgement</p> <p>Being a good friend to myself</p> <p>Celebrating special relationships</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p>Linking growing and learning</p> <p>Coping with change Transition</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>
<p>Form 2 Ages 6-7</p>	<p>Hopes and fears for the year</p> <p>Rights and responsibilities</p> <p>Rewards and consequences</p>	<p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p>	<p>Achieving realistic goals</p> <p>Perseverance</p> <p>Learning strengths</p> <p>Learning with others</p>	<p>Motivation</p> <p>Healthier choices</p> <p>Relaxation</p> <p>Healthy eating and nutrition</p>	<p>Different types of family</p> <p>Physical contact boundaries</p> <p>Friendship and conflict</p> <p>Secrets</p>	<p>Life cycles in nature</p> <p>Growing from young to old</p> <p>Increasing independence</p> <p>Differences in female and male bodies (correct</p>

	<p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices Recognising feelings</p> <p>I can explain why my behaviour can impact other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Group co-operation</p> <p>Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Trust and appreciation</p> <p>Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>terminology)</p> <p>Assertiveness</p> <p>Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
<p>Form 3 Ages 7-8</p>	<p>Setting personal goals</p> <p>Self-identity and worth</p> <p>Positivity in challenges</p> <p>Rules, rights and</p>	<p>Families and their differences</p> <p>Family conflict and how to manage it (child-centred)</p>	<p>Difficult challenges and achieving success</p> <p>Dreams and ambitions</p> <p>New challenges</p>	<p>Exercise</p> <p>Fitness challenges</p> <p>Food labelling and healthy swaps</p>	<p>Family roles and responsibilities</p> <p>Friendship and negotiation</p> <p>Keeping safe online and</p>	<p>How babies grow</p> <p>Understanding a baby's needs</p> <p>Outside body changes</p>

	<p>responsibilities</p> <p>Rewards and consequences</p> <p>Responsible choices</p> <p>Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel</p>	<p>Witnessing bullying and how to solve it</p> <p>Recognising how words can be hurtful</p> <p>Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for</p>	<p>Motivation and enthusiasm</p> <p>Recognising and trying to overcome obstacles</p> <p>Evaluating learning processes</p> <p>Managing Feelings</p> <p>Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Attitudes towards drugs</p> <p>Keeping safe and why it's important online and offline scenarios</p> <p>Respect for myself and others</p> <p>Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>who to go to for help</p> <p>Being a global citizen</p> <p>Being aware of how my choices affect others</p> <p>Awareness of how other children have different lives</p> <p>Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>Inside body changes</p> <p>Family stereotypes</p> <p>Challenging my ideas</p> <p>Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
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	valued.	help.				
Form 4 Ages 8-9	Being part of a class team	Challenging assumptions	Hopes and dreams	Healthier friendships	Jealousy	Being unique
	Being a school citizen	Judging by appearance	Overcoming disappointment	Group dynamics	Love and loss	Having a baby
	Rights, responsibilities and democracy (school council)	Accepting self and others	Creating new, realistic dreams	Smoking Alcohol	Memories of loved ones Getting on and Falling	Girls and puberty Confidence in change
	Rewards and consequences	Understanding influences	Achieving goals	Assertiveness	Out Girlfriends and boyfriends	Accepting change
	Group decision-making	Understanding bullying	Working in a group	Peer pressure	Showing appreciation to people and Animals	Preparing for transition
	Having a voice	Problem-solving	Celebrating contributions	Celebrating inner strength		Environmental change
	What motivates behaviour	Identifying how special and unique everyone is	Resilience			
		First Impressions				
	I can explain why being listened to and listening to others is important in my school community.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	Positive attitudes I can plan and set new goals even after a disappointment.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can recognise how people are feeling when they miss a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
	I can explain why being democratic is important and can help me and others feel valued.	I can explain why it is good to accept myself and others for who we are.	I can explain what it means to be resilient and to have a positive attitude.	I can identify feelings of anxiety and fear associated with peer	I can give ways that might help me manage my	I can explain some of the choices I might make in the future and some of the

				pressure.	feelings when missing a special person or animal.	choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Form 5 Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation I can compare my hopes and dreams with those of young people from different cultures.	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the

	<p>wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p>we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>(disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky</p>	<p>process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>
<p>Form 6 Ages 10-11</p>	<p>Identifying goals for the year</p> <p>Global citizenship</p> <p>Children's universal rights</p> <p>Feeling welcome and valued</p> <p>Choices, consequences and rewards</p> <p>Group dynamics</p> <p>Democracy, having a voice</p> <p>Anti-social behavior</p> <p>Role-modelling</p>	<p>Perceptions of normality</p> <p>Understanding disability</p> <p>Power struggles</p> <p>Understanding bullying</p> <p>Inclusion/exclusion</p> <p>Differences as conflict, difference as celebration</p> <p>Empathy</p>	<p>Personal learning goals, in and out of school</p> <p>Success criteria</p> <p>Emotions in success</p> <p>Making a difference in the world</p> <p>Motivation</p> <p>Recognising achievements</p> <p>Compliments</p>	<p>Taking personal responsibility</p> <p>How substances affect the body</p> <p>Exploitation, including 'county lines' and gang culture</p> <p>Emotional and mental health</p> <p>Managing stress</p>	<p>Mental health</p> <p>Identifying mental health worries and sources of support</p> <p>Love and loss</p> <p>Managing feelings</p> <p>Power and control</p> <p>Assertiveness</p> <p>Technology safety</p> <p>Take responsibility with technology use</p>	<p>Self-image</p> <p>Body image</p> <p>Puberty and feelings</p> <p>Conception to birth</p> <p>Reflections about change</p> <p>Physical attraction</p> <p>Respect and consent</p> <p>Boyfriends/girlfriends</p> <p>Sexting</p> <p>Transition</p>

	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
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