Relationships and Sex Education (RSE) Policy

Lancing Prep Hove

Lancing Prep Hove

A Lancing College Preparatory School

1 INTRODUCTION AND DEFINITION

Relationships and Sex Education (RSE) is embedded in the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, consent, healthy lifestyles, diversity and personal identity. It involves both sharing information and exploring issues and values in an objective environment which promotes respect, tolerance and understanding. RSE is not about the promotion of sexual activity.

In primary education, the subject is generally known as 'Relationships Education'. At this level, Sex Education is not statutory, although the DfE recommends that certain aspects are embraced, including the changes at puberty and the understanding of how babies are conceived and born. In secondary education, the subject is known as 'Relationships and Sex Education'. For the purposes of this policy, the subject is referred to throughout as 'Relationships and Sex Education' (RSE).

At Lancing Prep at Hove, we define Sex Education as learning about human reproduction, conception and birth, outside of compulsory Science lessons.

2 REFERENCES AND STATUTORY REQUIREMENTS

The school's duty to provide Relationships and Sex Education (RSE) arises from the Children and Social Work Act 2017. The school has regard to Department for Education statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education and fulfils its responsibilities within the framework of safeguarding, equality and the Independent School Standards.

This policy should be read in conjunction with:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2023
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance
- The Equality Act 2010
- The Independent School Standards Regulations
- Promoting Fundamental British Values
- The SEND Code of Practice
- The school's Safeguarding and Child Protection Policy
- The school's Child-on-Child Abuse Policy
- The school's Online Safety Policy
- The School's PSHEE policy and schemes of work

The school recognises that effective Relationships and Sex Education forms an important part of its preventative safeguarding curriculum and contributes to pupils' ability to recognise risk, seek support, establish healthy relationships and remain safe both online and offline.

Aims

The aims of RSE are to:

- Provide a framework in which sensitive discussions can take place.
- Give pupils an age-appropriate understanding of sexual development and the importance of health and hygiene.
- Prepare pupils for the changes brought about by puberty and adolescence, as part of an understanding of how the human body changes from birth to old age.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children.
- Help pupils to understand the consequences of their actions and to behave responsibly within relationships.
- Enable pupils to recognise unsafe situations, protect themselves and ask for help and support.
- Understand how babies are conceived and born.
- Enable pupils to recognise healthy, unhealthy and abusive behaviours within friendships, families, intimate relationships and online interactions.
- Develop pupils' understanding of consent, personal boundaries and respect for the rights of others.
- Equip pupils with the knowledge and confidence to navigate online relationships safely and responsibly.
- Help pupils recognise harmful stereotypes, prejudice, misogyny, discrimination and abusive behaviour and understand how to challenge them appropriately.
- Support pupils to understand where and how to access trusted help, advice and safeguarding support.

The school considers that RSE is an integral part of the PSHE Education curriculum and aims to provide a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and through a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils’ level of maturity.

3 ROLE OF GOVERNORS, HEAD MISTRESS AND STAFF

The governors of Lancing Prep at Hove have overall responsibility for ensuring that the school fulfils its statutory obligations. They are responsible for the approval of

this policy. They provide support and undertake a range of monitoring strategies to ensure that obligations are met, including the provision of a broad and balanced curriculum and facilitating the safeguarding and well-being of the pupils.

The governors have assigned to the Head Mistress the responsibility for ensuring that a suitable programme for RSE is provided, that it which is appropriately resourced and successfully, objectively and sensitively led by staff who have undertaken the relevant training. The Head Mistress is also responsible for liaising, as appropriate with external agencies, as well as monitoring the consistency of teaching and learning in RSE. She also manages any parental requests for a child to be withdrawn from the sex education component of RSE, in accordance with this policy.

Staff are responsible for providing RSE in an informed, objective and sensitive manner, for monitoring progress and responding to individual needs and for modelling positive attitudes in relation to the content of RSE and the issues it raises.

Staff will respond to pupils' questions objectively, sensitively and openly. It may not be appropriate to deal with some explicit questions in class. Staff may choose to respond by saying that it is not appropriate to deal with a particular question at that time. They need to be aware that questions relating to RSE will not arise only during RSE lessons but may be triggered by topics discussed in other lessons or by events which occur at or outside school. A teacher who becomes concerned about a matter that has been raised should seek advice from the Head of PSHE Education or, if the matter raises a safeguarding concern, the DSL. In our school both these roles are the responsibility of Daniel Clifton. When deciding whether or not to answer questions, the teacher should consider the age and readiness of the pupils, the RSE policy and programme content, and the ethos of the school.

The school's role is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception. However, sources of professional information and advice will be identified where appropriate. Teachers may provide pupils with education and information about where and from whom they can receive confidential sexual advice and treatment. Advice offered should not be directive and should be appropriate to the age of the pupil.

Staff do not have the right to opt out of teaching RSE. Any member of staff who has concerns about teaching RSE should discuss these with the Head Mistress or the Head of PSHE Education.

4 THE RSE CURRICULUM

High quality, evidence-based and age-appropriate teaching of RSE helps to prepare pupils for the opportunities, responsibilities and experiences of adult life. It also enables schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. Effective RSE makes a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and

young people to make responsible and informed decisions about their health and well-being.

The RSE curriculum is reviewed regularly in the light of safeguarding trends, pupil voice, pastoral data, online safety concerns and local, national and global developments. The school may adapt elements of the curriculum where emerging risks indicate that additional teaching is required to support pupils' wellbeing and safety.

5 SAFEGUARDING THROUGH RSE

The school recognises that Relationships and Sex Education contributes directly to safeguarding and promoting the welfare of children.

Through age-appropriate teaching, pupils are supported to:

- recognise healthy and unhealthy relationships;
- understand personal boundaries;
- recognise grooming, coercion and exploitation;
- understand consent and bodily autonomy;
- recognise abuse in all its forms;
- understand how to seek support for themselves or others;
- stay safe online;
- understand the risks associated with sharing personal information, images and content online.
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Teaching reflects safeguarding risks identified within Keeping Children Safe in Education, including child-on-child abuse, sexual harassment, sexual violence, harmful sexual behaviour, online abuse, image-based abuse, exploitation and inappropriate online influences. Teaching promotes a culture in which concerns are identified early, reported promptly and addressed effectively.

6 ONLINE RELATIONSHIPS AND DIGITAL SAFETY

The school recognises that children's experiences of relationships increasingly take place in both online and offline environments.
As part of the RSE programme, pupils will be taught in an age-appropriate way about:

- healthy online relationships;
- respectful communication online;
- privacy and digital footprints;
- online consent;
- cyberbullying and online harassment;
- sharing images and personal information safely;
- online exploitation and grooming;
- pornography and its potential impact on relationships and expectations;
- artificial intelligence, manipulated media and deepfake imagery;

- misinformation, disinformation and harmful online influences;
- where to seek help if they encounter harmful or upsetting online content.

Teaching is delivered in partnership with the school's wider online safety curriculum and safeguarding framework.

7 OVERVIEW OF RSE LEARNING OUTCOMES

We aim to achieve the following learning outcomes from **Reception to Year 2:**

- **Family -** have a discussion about what makes a family; how friends and family care for us and how we can care for them (**Caring**).
- **Life Cycles** - talk about the human life cycle reflecting on changes that children have already experienced and those in the future.
- **Keeping Healthy** - Discuss dressing appropriately for the season; Hygiene (hand washing, toothbrush routine); Meal times.

We aim to achieve the following learning outcomes in **Years 3 and 4:**

- **Friendships –** Discuss values in a friendship.
- **Differences -** Look at how animals have differences as well as humans; Discuss how we have different likes and dislikes; Discuss how our body parts make us different.
- **Gender -** Ask questions about gender stereotypes to encourage pupils to discuss them (discuss how males and females dress in other cultures); Look at job roles of males and females - use images to show jobs are gender neutral.
- **Personal Hygiene –** Consider when and how hygiene products are used; Discuss sweat; Discuss personal space and feeling safe - which parts of the body are private.

We aim to achieve the following learning outcomes in **Years 5 and 6:**

- **Female changes at puberty –** Talk about periods, including sanitary wear; Discuss all changes which link to body image.
- **Male changes at puberty –** Discuss changes in the male body; Discuss appropriate places to undress, and what wet dreams are; Outline who to talk to at home or in school.
- **Sex and relationships -** Discuss same sex relationships and how they would raise a child; Discuss how sperm and egg meet; Discuss the importance of having a strong support network when having a baby (in a couple or single parent).
- **How babies are made and born –** Recap (Year 6) on sperm and egg production at puberty and how they make a baby together; Look at how babies are born including vaginal and c-section births.
- **Consent and Boundaries** – understanding personal space; respecting another person's choices; recognising pressure and coercion; knowing how to seek help.
- **Online Relationships** – understanding safe online communication; image sharing; privacy; digital footprints; recognising online risk.
- **Respect and Equality** – challenging stereotypes; recognising discriminatory language; understanding inclusion and respect.

We aim to achieve the following learning outcomes in **Years 7 and 8:**

- **Body Image –** Consider what is meant by the idea of a 'perfect body'; Investigate air-brushing in the media; Discuss qualities other than appearance.
- **Mental Health and Help-Seeking** – understanding emotional wellbeing; recognising when support is needed; reducing stigma; understanding where and how to access support for themselves or others; age-appropriate awareness of suicide prevention and protective factors.
- **Consent and Respectful Relationships** – understanding consent legally and ethically; recognising coercion, pressure and manipulation; understanding personal boundaries; recognising abusive behaviours; understanding the importance of communication and mutual respect.
- **Risk Taking -** Look at what a risk is, different kinds of risky behaviour. When should you take a risk? Discuss scenarios for young people and what you would do in that situation; Discuss consequences when risk taking relates to sex.

- **Online Influences and Digital Culture** – evaluating online content critically; recognising harmful influencers; understanding the impact of pornography, deepfakes and manipulated content; recognising misogyny, discrimination and abusive online behaviour.

8 MONITORING, EVALUATION AND REVIEW

The school is committed to monitoring and evaluating the effectiveness of its RSE provision. Evaluation may include:

- pupil voice activities;
- staff feedback;
- parental feedback;
- safeguarding trend analysis;
- curriculum review;
- learning walks and monitoring activities;
- review of emerging safeguarding risks and statutory guidance.

The Governing Body receives assurance that the RSE curriculum remains appropriate, effective and compliant with statutory requirements and safeguarding expectations. The policy is reviewed annually, or sooner should significant changes in guidance, legislation or safeguarding practice require revision. Governors receive regular reports regarding RSE provision, safeguarding trends, curriculum review, staff training and pupil wellbeing. This enables them to assure themselves that statutory requirements are met and that the wellbeing of pupils is actively promoted.

The school recognises that pupils should contribute to the development and evaluation of Relationships and Sex Education provision. Pupils' views are gathered appropriately through surveys, discussions, school council processes, focus groups and pastoral monitoring activities. Feedback is considered when reviewing curriculum content and delivery to ensure that provision remains relevant, age-appropriate and responsive to pupils' needs while remaining consistent with statutory requirements and the school's ethos.

9 EQUALITY LEGISLATION, FUNDAMENTAL BRITISH VALUES AND THE PROTECTED CHARACTERISTICS

The provision of RSE intends to ensure equality of access for all pupils, regardless of gender, race or disability, so providing equal opportunities and avoiding discrimination. The school makes reasonable adjustments to assist disadvantaged pupils and is mindful of the SEND Code of Practice when planning RSE. (see ‘Pupils with SEND’ section, below).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual

orientation. Such attributes are collectively known as the 'protected characteristics'. With due regard to the nature of the pupils on the school roll at any given time, in its presentation of RSE, the school will provide proportionate support to any individual or group of pupils with a protected characteristic to alleviate any particular disadvantages. Staff are aware that a pupil with a protected characteristic is potentially more vulnerable to teasing and bullying and will take the opportunities provided by RSE to promote respect and tolerance towards those in the school community and beyond with a protected characteristic, in accordance with the school's commitment to promote fundamental British values.

The school has a duty to promote equality and combat bullying. Through the teaching of RSE, staff work to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils, based on their gender or any other characteristic. The teaching of RSE is a cornerstone in the school's development of a culture in which issues such as everyday racism, sexism, misogyny, homophobia and gender stereotypes are not tolerated, and any occurrences are identified and tackled.

The school seeks to ensure that all pupils feel known, respected, included and safe within the school community and that no pupil experiences discrimination, disadvantage or exclusion because of a protected characteristic.

10 PUPILS WITH SEND

Pupils with special educational needs and/or disabilities are given the opportunity to participate fully in RSE lessons. A differentiated program is provided where necessary, to facilitate all pupils gaining a full understanding of RSE. The school recognises that pupils with SEND may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable. Staff understand that certain aspects of SEND may make a pupil more vulnerable to abuse and, in this context, will take care to ensure that, in a manner commensurate with their understanding, pupils are warned about abuse and develop their resilience against it.

11 WORKING WITH PARENTS

The school recognises that parents are the primary educators of their children and their role in education concerning relationships and sexuality is very important. This policy has been designed in consultation with parents and their views will be taken into account when reviewing the policy. The DfE guidance on RSE emphasises the importance of schools working in partnership with parents. Parents need to be aware that the school is legally required to provide a broad and balanced curriculum, which includes RSE. It is expected that topics related to RSE can arise incidentally in other subjects, such as Science, Geography, History, RE, and PE. Teachers will address such issues professionally as they arise, usually through relatively limited and often unplanned discussions.

The school seeks to facilitate good communication and opportunities for parents to understand and ask questions about the school's approach to RSE, to ensure

parental confidence in the curriculum. The Head Mistress and staff seek to build positive and supportive relationships with parents through mutual understanding, trust and co-operation. In promoting this objective, the school aims to:

- Inform parents about the school's RSE policy and practice; this includes making available a copy of the policy on the school website and informing parents in advance of the teaching of units of the discrete RSE curriculum.
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons, for example through annual information events for parents.
- Take seriously any issue that parents raise with the school about this policy or the arrangements for RSE.

Parents may request to view curriculum plans, schemes of work and teaching resources used within the RSE programme. The school seeks to maintain an open and constructive partnership with parents whilst fulfilling its statutory responsibilities.

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12 WITHDRAWAL FROM LESSONS

As with much of the school's approach to PSHE Education, RSE cannot be provided uniquely in isolation through discrete lessons. Whilst the subject material will generally be presented in this way, the approach to the topic is cross-curricular and elements of RSE will feature in several subjects. The biological aspects of reproduction, for example, will be primarily covered in the science curriculum and issues such as over-population and birth control are likely to feature in subjects such as Geography and RE. Related aspects of health education are a feature of the PE curriculum.

The Head Mistress may withdraw a child from some or all of the school's lessons on sex education if this is considered advisable. Parents have the right to request that the Head Mistress withdraws their child from the lesson(s). This right extends only to sex education and not, for example, to relationships education, health education or science lessons. Parents are informed in writing, two weeks in advance, of sex education learning that is planned to take place. In practice, withdrawal from lessons rarely happens since, by working in partnership with parents, the school enables them to recognise the importance of this aspect of their child's education. Any such request will be treated sensitively. It will result in an invitation for the parent(s) to attend a meeting with the Head Mistress, who will listen to the parents' concerns and explain the school's approach and its statutory obligations. It is hoped that, in this way, (i) reassurance will be provided, and parents' anxieties can be alleviated, (ii) the school can, if necessary, make adjustments to its programme and (iii) an agreement can be reached which enables the child to attend the lesson(s). Should the parent(s) continue to wish that their child is withdrawn from sex education lessons, the Head Mistress will, after due consideration, come to a decision and inform the parents without delay. The Head Mistress will also decide what alternative course of action will be taken. This may involve the following considerations;

- Aiming to ensure that there is no disruption to other areas of the child's education.
- Alerting parents to the possibility that a child who is withdrawn may be vulnerable to teasing and that the school will attempt to minimise any embarrassment to the child and ensure minimal disruption to the RSE programme.
- Alerting parents to the risk that the child may subsequently receive inaccurate information from his or her peers.
- Offering the parents support and access to appropriate information and resources.

13 SAFEGUARDING AND CONFIDENTIALITY

As a general rule, a child's confidentiality is maintained by the member of staff concerned. However, it is school policy that, if a member of staff has concerns about the safeguarding or well-being of a pupil, this must be referred immediately to the DSL. The DSL will decide what action should be taken, in accordance with the school's safeguarding policy. If the behaviour or comments of a pupil, made in the context of RSE, give rise to such concerns, including the possibility of abuse, exploitation or a breach of the law, safeguarding procedures must be followed. If a child makes a reference to being involved, or likely to be involved in sexual activity, the teacher will take the matter seriously and deal with it as outlined in the safeguarding policy. Disclosure of female genital mutilation must be reported to the police, as noted in the safeguarding policy.

In relation to any safeguarding concern:

- teachers will not promise absolute confidentiality; they will use their professional judgement and knowledge of safeguarding procedures to decide whether confidence can be maintained, having heard the information; they will indicate clearly to pupils when the content of a conversation can no longer be kept confidential.
- pupils will be made aware that any incident may be conveyed to the DSL or the Head Mistress, and possible, if it is decided that it is in the best interests of the pupil, to also notify parents.

The school recognises that contemporary safeguarding concerns may arise from technology-facilitated abuse. These may include online grooming, sexual harassment, image-based abuse, coercion, exploitation, deepfake imagery and other harmful uses of emerging technologies. Staff are trained to identify and respond appropriately to such concerns through the school's safeguarding procedures.

14 TEACHING SENSITIVE AND CONTROVERSIAL ISSUES

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers are trained and prepared to handle personal issues arising from studies in RSE, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues are likely to be sensitive

and controversial because they have a political, social or personal impact or deal with values and beliefs. This may include family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views.

Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teacher or their peers.

The school will give due consideration as to whether some aspects of the RSE curriculum, menstruation being a case in point, will be more effectively and sensitively provided with the pupils divided into single-sex groupings.

15 MENSTRUATION

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. RSE provides pupils with key facts about the menstrual cycle including what is an average period, the range of menstrual products and the implications for emotional and physical health. The school is aware that period poverty can be an issue for some pupils and aims to ensure that girls have access to appropriate sanitary products during school time.

16 RECOGNISING RELIGIOUS AND CULTURAL BELIEFS

The school aims to develop a good understanding of pupils' faith and cultural backgrounds and promotes positive relationships between the school and local faith communities, with the intention of ensuring a constructive context for the teaching of RSE. In planning teaching, the religious background of all pupils is taken into account, so that RSE topics are appropriately handled. The school is mindful of its obligations under The Equality Act, under which religion or belief are amongst the protected characteristics (see 'Equality Legislation, Fundamental British Values and the Protected Characteristics' paragraph, above).

Where appropriate, staff will teach about faith perspectives in the context of RSE. In a climate of respect, and to develop understanding, a balanced debate will be encouraged about issues that are seen as contentious. Staff may enable pupils to reflect on faith teachings about certain topics as well as how faith institutions may support people in matters of relationships and sex. In line with the school's safeguarding procedures, teaching will reflect the law, as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

17 SEXUAL ORIENTATION, GENDER IDENTITY AND PROTECTED CHARACTERISTICS

The school is committed to fostering a culture of respect, dignity and inclusion.

Teaching within RSE reflects the requirements of the Equality Act 2010 and acknowledges that pupils may encounter a wide range of family structures, beliefs, experiences and identities throughout society.

Pupils will be taught, in an age-appropriate manner, about:

- different family structures;
- protected characteristics under the Equality Act;
- the importance of respect and inclusion;
- the harmful impact of prejudice, discrimination and bullying;
- the importance of treating all individuals with dignity and respect.

Discussion of sexual orientation and gender identity will be handled sensitively, objectively and in a manner consistent with safeguarding responsibilities, legal requirements and the age and maturity of pupils.
The school does not promote any particular viewpoint or ideology. Instead, teaching seeks to develop understanding, respect, critical thinking and informed decision-making while maintaining a safe environment for all pupils.

18 SUPPORTING GENDER-QUESTIONING PUPILS

The school recognises that some pupils may experience questions regarding their gender identity and will ensure that such matters are approached with sensitivity, care and appropriate safeguarding oversight.

Any significant request relating to social transition, name changes, pronoun changes, participation arrangements or use of facilities will be considered on an individual basis and managed in accordance with safeguarding guidance, Equality Act duties, parental engagement procedures and current Department for Education guidance.

The Designated Safeguarding Lead will be involved where appropriate, with decisions made in the best interests of the child whilst balancing safeguarding, welfare, legal and practical considerations.

19 RESPECTFUL RELATIONSHIPS, MISOGYNY AND PREJUDICE

The school promotes a culture in which all pupils are treated with dignity and respect. Pupils are supported to develop positive and respectful attitudes towards themselves and others, positive role models and the importance of equality within relationships.

Through RSE, pupils will develop an understanding of:

- sexism, misogyny and misandry;
- prejudice, discrimination and stereotypes;
- respectful conduct and language;

- healthy masculinity and positive role models;
- the impact of abusive or degrading behaviour;
- how to challenge inappropriate attitudes safely and appropriately.

The school will not dismiss harmful language, sexual harassment or discriminatory behaviour as banter or part of growing up. Such behaviours will be addressed through both education and safeguarding procedures where appropriate.

20 CONTRACEPTION

Topics such as contraception will be considered in a matter-of-fact, respectful and age-appropriate manner. Staff recognise that some cultures and religions do not condone contraception and that there may be pupils from such backgrounds in the class or the school as a whole. Their views will be respected as part of an objective approach.

21 STAFF TRAINING AND DEVELOPMENT

The school facilitates teachers to obtain expertise in the presentation of RSE. This may be through external providers or undertaken in-house or online. Teachers do not necessarily have to become experts in all aspects of RSE, but they do require sensitivity to the needs of the group, an ability to deal with questions openly and honestly and a preparedness to refer to more expert advice, if necessary. Some teachers may have trained to a higher level in related areas, for example in counselling, well-being or mindfulness, and share their expertise with their colleagues.

Staff involved in delivering RSE receive regular training and updates to ensure that they remain confident in delivering sensitive content, recognising safeguarding concerns and responding appropriately to emerging issues affecting children and young people.

22 RESOURCES

The school has invested in resources appropriate to the teaching of RSE and provides staff with training, as appropriate in the use of such resources. The school utilises resources from the following providers and organisations to ensure that existing curriculum requirements are adhered to:

- Sex Education Forum
- Medway Sex and Relationships Resources
- NSPCC Learning
- PSHE Association
- Kapow Primary
- Ditch The Label
- The Schools Consent Project

23 VISITING SPEAKERS

The school considers that, for the most part, the RSE programme is best presented by, and discussed with, teachers who are known and trusted by the pupils. However, the school also recognises that specialist visiting speakers can enhance the provision in this area. In such cases, the choice of speaker and subject matter will be carefully planned and selection will take place in accordance with the school's policy on the screening of visiting speakers. Clear guidance will be given to the speaker, particularly in relation to the degree of explicitness of the content in relation to the age and maturity of the pupils, the expected outcomes for the presentation and the way in which pupils' questions can be handled.

24 LINKS TO OTHER SCHOOL POLICIES AND DOCUMENTS

The teaching of RSE is accomplished through both discrete lessons within the overall scheme for PSHE Education and a cross-curricular approach which embraces other curricular areas, as well as assemblies and circle time, as relevant. In this respect, this policy should be considered with due reference to other school documentation, including;

- Child Protection (Safeguarding) policy
- Child on Child Abuse Policy
- Online Safety Policy
- Subjects policies and schemes of work, including those for science, PE and PSHE Education.
- Anti-bullying policy
- Equal opportunities policy

25 RECORD OF HEAD OF PSHE EDUCATION'S RELEVANT RECENT TRAINING

- PSHE Association Conference, Online, 23 March 2023, (*PSHE Association)*
- Engaging Boys in Consent Education (Webinar), 30 January 2023, (*The Safeguarding Company*)
- Primary Assessment, evaluation and adaptive teaching, London, 7 June 2022 (*PSHE Association)*
- Harmful Sexual Behaviours Recognition and Response. 16 November 2021, Brighton & Hove City Council (Single Agency)
- Implementing Statutory Relationships, Sex & Health Education KS3&4 (Online CPD) 4 November 2020 (*PSHE Association)*
- Preparing for statutory relationships education within primary PSHE KS1&2 (Online CPD) 21 October 2020 (*PSHE Association)*
- PSHE Association Conference, London, 27 June 2019 (*PSHE Association)*
- PSHE Association Conference, London, 21 June 2018 (*PSHE Association)*

26 RECORD OF TEACHING STAFF TRAINING

Also see Appendix A 'Record of Designated Persons' recent Safeguarding / Child Protection training' in Child Protection (Safeguarding) Policy

- Introduction to RSE, Brook, SW, Pupil Wellbeing, 11 February 2025
- Hidden Harm and the Right Support at the Right Time Conference, Head of PSHE Education, Brighton & Hove Safeguarding Children Partnership, 20 November 2024
- External - Consent and Touch: Younger Learners, Sex Education Forum, AG & KR, 18 January 2023
- External – Teaching Puberty & Sex Education in Primary School, Sex Education Forum, LA, TP & CR , 17 November 2022
- Internal – LPH Staff RSE Update & Training, 20 January 2022

- Internal - LPH Staff RSE Update & Training, 16 April 2021
- External – Educare 'Harmful Sexual Behaviours' Spring Term 2022
- Internal – INSET 'Harmful Sexual Behaviours' Scenarios, 4 January 2021
- External – 'How to Deliver RSE' (Online) Brook Sexual Health – KS3 Teacher (PMa)
- Internal – Statutory Changes in PSHE 2020 – 21, 4 January 2021

Also see Appendix A 'Record of Designated Persons' recent Safeguarding / Child Protection training' in Child Protection (Safeguarding) Policy

Policy Review

This policy is reviewed annually.

 Daniel Clifton	Signed, Head of PSHE and Designated Safeguarding Lead
Date of review:	September 2026
Date of next review:	September 2027