



**RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX  
EDUCATION (RSE) AND HEALTH EDUCATION POLICY  
SEPTEMBER 2023**

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**“Keeping children safe, informed and included”**

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## **Parental Consultation**

This policy was developed by Ben Hagreen, Jolene Negale and Philippa Cowley (PSHE leads), with the consultation of Coram Life Education. The policy has been completed with consultation from parents and carers.

## **Introduction**

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

In June 2019 the Department for Education produced a new Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum to mandatory from September 2020. However, schools are encouraged to adopt the new curriculum during the 2019/20 academic year. This replaces the Department of Education 'Sex and Relationship Education Guidance' (2000).

By September 2020 Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.

The new curriculum is split into three sections: Relationships Education, Relationship and Sex Education and Health Education.

At Lady Bankes Primary School we want all these subjects to put in place as we see them as key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that should follow in considering a request from a parent. Under new guidance parents have the right to request

that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

This policy will outline what will be delivered at Lady Bankes Primary School in the context of a broad and balanced curriculum. It will be carefully planned to ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils in a sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

As a part of requirements all schools must have in place a written policy for Relationships Education and RSE. Schools must consult parents in developing and reviewing their policy and schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

## Content of RSE scheme

### Relationship Education

#### Definition:

***The fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.***

Under the new curriculum Relationship Education covers the following:

#### **Families and people who care for me:**

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. This includes how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

#### **Caring friendships and respectful relationships**

Learning about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. To enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

### **Online relationships**

The principles of positive relationships also apply online especially as, by the end Primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Content will include how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect

### **Being safe**

For children to be able to recognise and to report abuse, including emotional, physical and sexual abuse. Being aware of boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This includes understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

## [Health Education](#)

### [Definition](#)

***An education that promotes an understanding of how to maintain personal health.***

Under the new curriculum Health Education covers the following:

### **Mental Wellbeing**

Teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should

enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

### **Internet Safety and it harms**

Children to understand that for most people the internet is an integral part of life and has many benefits, 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. Children be able to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. To understand 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 and where and how to report concerns and get support with issues.

### **Physical fitness and health**

Children to understand 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. Children are aware of the risks associated with an inactive lifestyle and how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy Eating**

Children to understand what constitutes a healthy diet and the principles of planning and preparing a range of healthy meals. Children to be aware of 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**

Children to be aware of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **Health and prevention**

Children to learn how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body, safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn, Personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing and the facts and science relating to allergies, immunisation and vaccination.

## **Basic First Aid**

Children to be able make a clear and efficient call to emergency services if necessary and concepts of basic first-aid, for example dealing with common injuries, including head injuries.

## **Changing Adolescent body**

Children learn the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. All children to understand about menstrual wellbeing including the key facts about the menstrual cycle.

## **Relationships and Sex Education**

### **Definition**

***Exploring the emotional, social and physical aspects of growing up, having relationships, engaging in sex, and learning about human sexuality and sexual health.***

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools

The content set out in this policy covers everything that will be taught about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The Department for Education recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

In addition to covering puberty and the changing adolescent body, particularly from age 9 through to age 11 and the menstrual cycle outlined in health education (above). Year 6 will cover: **Sexual relationships, including sexual health:**

- Children will learn about ways in which the sperm can fertilise an egg to create a baby, know the legal age of consent and what it means. Explain how HIV affects the body's immune system and know how a person can protect themselves from HIV. Understand what FGM is and that it is an illegal practice in this country, know where someone could get support if they were concerned about their own or another person's safety. These lessons will be delivered in single sex groups.

## Content Overview

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school approach. Across all year groups we deliver the Coram Life Education RSE programme.

RSE Units	Nursery	Reception	Year 1	Year 2
<p><b>Me and My Relationships</b></p> <p>(DfE categories: Families and people who care for me, Respectful relationships and Caring friendships)</p>	<ul style="list-style-type: none"> <li>• Marvellous Me</li> <li>• I'm Special</li> </ul>	<ul style="list-style-type: none"> <li>• Me and my special people</li> <li>• Who can help me?</li> <li>• My Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Surprises and secrets</li> <li>• Good or bad touches?</li> <li>• Unkind, tease or bully?</li> <li>• Who can help?</li> <li>• How are you listening?</li> <li>• Pass on the praise!</li> <li>• Sharing pictures</li> <li>• Feelings and Emotions</li> <li>• Thinking about feelings</li> <li>• Harold has a bad day</li> <li>• Who are our special people?</li> </ul>	<ul style="list-style-type: none"> <li>• Should I tell?</li> <li>• Solve the problem</li> <li>• A helping hand</li> <li>• I don't like that!</li> <li>• Bullying or teasing?</li> <li>• Don't do that!</li> <li>• Types of bullying</li> <li>• Some secrets should never be kept</li> <li>• Feeling safe</li> <li>• Playing games</li> </ul>

			<ul style="list-style-type: none"> <li>• Feelings and bodies</li> </ul>	
<p><b>Valuing Difference</b></p> <p>(DfE category: Respectful relationships)</p>	<ul style="list-style-type: none"> <li>• Same and Different</li> <li>• Me and my friends</li> <li>• Different Families and Homes</li> <li>• Friends and family</li> <li>• Kindness and Caring</li> <li>• Including everyone</li> </ul>	<ul style="list-style-type: none"> <li>• I'm special, you're special</li> <li>• Same and different</li> <li>• Different Families and Homes</li> <li>• Same and different families</li> <li>• Same and different homes</li> <li>• Kindness and Caring</li> <li>• I am caring</li> </ul>	<ul style="list-style-type: none"> <li>• It's not fair!</li> <li>• Good friends</li> <li>• Same or different?</li> </ul>	<ul style="list-style-type: none"> <li>• An act of kindness</li> <li>• What makes us who we are?</li> </ul>
<p><b>Keeping Myself Safe</b></p> <p>(DfE categories: Being safe, Respectful relationships, and Online relationships)</p>	<ul style="list-style-type: none"> <li>• People who help me keep safe</li> <li>• Safety Indoors and Outdoors</li> <li>• What's safe to go into my body</li> </ul>	<ul style="list-style-type: none"> <li>• What's safe to go onto my body</li> <li>• What's safe to go into my body</li> <li>• Safe indoors and outdoors</li> <li>• Listening to my Feelings</li> <li>• Listening to my feelings</li> <li>• People who Help Keep me Safe</li> <li>• Keeping safe online</li> </ul>	<ul style="list-style-type: none"> <li>• Harold loses Geoffrey</li> <li>• Harold's school rules</li> <li>• What could Harold do?</li> </ul>	<ul style="list-style-type: none"> <li>• How safe would you feel?</li> <li>• What should Harold say?</li> <li>• Harold's picnic</li> <li>• Respecting privacy</li> </ul>
<p><b>Rights and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Looking after myself</li> <li>• Looking after others</li> </ul>	<ul style="list-style-type: none"> <li>• Friends</li> <li>• Looking after my special people</li> </ul>	<ul style="list-style-type: none"> <li>• Why we have classroom rules</li> <li>• Taking care of something</li> </ul>	<ul style="list-style-type: none"> <li>• Our ideal classroom (1)</li> </ul>



<p><b>(DfE category: Being Safe)</b></p>	<ul style="list-style-type: none"> <li>Looking after the environment</li> </ul>	<ul style="list-style-type: none"> <li>Looking after my friends</li> <li>Caring for my Environment</li> <li>Being helpful at home and caring for our classroom</li> <li>Caring for our world</li> <li>Looking after Money</li> </ul>	<ul style="list-style-type: none"> <li>Our special people balloons</li> <li>Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>Our ideal classroom (2)</li> <li>When I feel like erupting</li> <li>When someone is feeling left out</li> <li>Getting on with others</li> <li>Basic first aid</li> </ul>
<p><b>Being my best</b></p> <p>(DfE category: Being Safe)</p>	<ul style="list-style-type: none"> <li>I can keep trying</li> <li>I can do it!</li> </ul>	<ul style="list-style-type: none"> <li>Bouncing Back (growth mindset)</li> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating</li> <li>Healthy eating</li> <li>My healthy mind</li> <li>Exercise and Sleep</li> <li>Move your body</li> <li>A good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p><b>Growing and Changing</b></p> <p>(DfE categories: Respectful relationships, Online relationships and Being Safe)</p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages - plants, animals, humans</li> <li>Life Stages: Human life stage - who will I be?</li> </ul>	<ul style="list-style-type: none"> <li>Healthy me</li> <li>Then and now</li> <li>Taking care of a baby</li> <li>Who can help? (2)</li> </ul>	<ul style="list-style-type: none"> <li>A helping hand</li> <li>Sam moves away</li> <li>Haven't you grown!</li> <li>My body, your body</li> <li>Respecting privacy</li> </ul>

		<ul style="list-style-type: none"> <li>• Where do babies come from?</li> <li>• Getting bigger</li> <li>• Me and my body - girls and boys</li> </ul>	<ul style="list-style-type: none"> <li>• Surprises and secrets</li> <li>• Keeping privates private</li> </ul>	<ul style="list-style-type: none"> <li>• Some secrets should never be kept</li> </ul>
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RSE Units	Year 3	Year 4	Year 5	Year 6
<b>Me and My Relationships</b> (DfE categories: Families and people who care for me, Respectful relationships and Caring friendships)	<ul style="list-style-type: none"> <li>• My special pet</li> <li>• Looking after our special people</li> <li>• Friends are special</li> </ul>	<ul style="list-style-type: none"> <li>• OK or not OK (1)</li> <li>• OK or not OK (2)</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul>	<ul style="list-style-type: none"> <li>• How good a friend are you?</li> <li>• Relationship cake recipe</li> </ul>	<ul style="list-style-type: none"> <li>• Solve the friendship problem</li> <li>• Assertiveness</li> <li>• Don't force me</li> <li>• Acting appropriately</li> </ul>
<b>Valuing Difference</b> (DfE category: Respectful relationships)	<ul style="list-style-type: none"> <li>• Let's celebrate our differences</li> <li>• Zeb</li> </ul>	<ul style="list-style-type: none"> <li>• Islands</li> <li>• Friend or Acquaintance</li> <li>• That is such a stereotype</li> </ul>	<ul style="list-style-type: none"> <li>• Qualities of friendship</li> <li>• Happy to be me</li> <li>• Is it true?</li> </ul>	<ul style="list-style-type: none"> <li>• OK to be different</li> <li>• We have more in common than not</li> <li>• Advertising friendships!</li> <li>• Boys will be boys?</li> </ul>

<p><b>Keeping Myself Safe</b></p> <p>(DfE categories: Being safe, Respectful relationships, and Online relationships)</p>	<ul style="list-style-type: none"> <li>• None of your business</li> <li>• Raisin Challenge (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping ourselves safe</li> <li>• Raisin Challenge (2)</li> </ul>	<ul style="list-style-type: none"> <li>• Decision dilemmas</li> <li>• Would you....?</li> </ul>	<ul style="list-style-type: none"> <li>• Traffic lights</li> <li>• To share or not share?</li> <li>• Joe's story (part2)</li> </ul>
<p><b>Rights and responsibilities</b></p> <p>(DfE category: Being Safe)</p>		<ul style="list-style-type: none"> <li>• Who helps us keep healthy and safe?</li> </ul>		<ul style="list-style-type: none"> <li>• Fakebook Friends</li> </ul>
<p><b>Being my best</b></p> <p>(DfE category: Being Safe)</p>	<ul style="list-style-type: none"> <li>• I am fantastic!</li> </ul>	<ul style="list-style-type: none"> <li>• What makes me ME!</li> </ul>	<ul style="list-style-type: none"> <li>• Independence and Responsibility</li> <li>• Star qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Whats's the risk (2)</li> </ul>
<p><b>Growing and Changing</b></p> <p>(DfE categories: Respectful relationships, Online relationships and Being Safe)</p>	<ul style="list-style-type: none"> <li>• Relationship tree</li> <li>• Body space</li> <li>• None of your business!</li> <li>• Secret or surprise?</li> <li>• My changing body</li> <li>• Basic first aid</li> <li>• Family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• Moving house</li> <li>• My feelings are all over the place!</li> <li>• All change!</li> <li>• Preparing for changes at puberty</li> <li>• Secret or surprise?</li> <li>• Together</li> </ul>	<ul style="list-style-type: none"> <li>• How are they feeling?</li> <li>• Taking notice of our feelings</li> <li>• Dear Ash</li> <li>• Growing up and changing bodies</li> <li>• Changing bodies and feelings</li> <li>• Help! I'm a teenager - get me out of here!</li> <li>• Stop, Start, Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• I look great!</li> <li>• Media manipulation</li> <li>• Pressure online</li> <li>• Helpful or unhelpful?</li> <li>• Managing change</li> <li>• Is this normal?</li> <li>• Making babies</li> </ul>

## Delivery of Relationships Education, Relationships and Sex Education (RSE) and Health Education curriculum

### **Who**

Lessons will be delivered by the classroom teacher. We believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we believe it is important that this material is delivered by the classroom teacher as it highlights to the children that relationship and sex education is something we can all talk about. Our classroom teachers cover all other aspects of the curriculum; we believe it is important that all staff are able to deliver this material to their class also. Furthermore, our classroom teachers know our children. This means they are more likely to be aware of any additional needs, support or particularly sensitive topics that may make a child in their form vulnerable due to some of the sensitive nature of the topic. We believe this makes them ideally placed to deliver the material sensitively to all children in their class.

The support the teaching the local authority Coram Life Education will deliver ongoing support and training to all staff to ensure they are confident and competent to deliver the materials appropriately and safely. This includes training around safeguarding and answering children's questions age appropriately.

- Some lessons may be delivered this session in single sex groups, depending on class. This decision will be made at the year group leader's discretion.

### **When**

- The DfE guidance states that schools are free to determine how to deliver the content of the curriculum. However, they recommend that schools deliver the programme as a part of the timetabled PSHE programme (weekly or biweekly model).
- At Lady Bankes Primary School we will deliver the lessons on a weekly basis rather than block days.
- The Growing and Changing (above) part of the curriculum will be delivered in the Summer term.

## Curriculum accessibility

### **Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education will be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. To support these pupils, we will ensure:

- High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.
- Teachers will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.
- Teachers will tailor content and teaching to meet the specific needs of pupils at different developmental stages.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

- We will ensure that all of their teaching is sensitive and age appropriate in approach and content.
- At the point at which it is appropriate to teach their pupils about LGBT, we will ensure that this content is fully integrated into the children's program of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.
- The following lessons introduce, reference, discuss and address issues around LGBT
  - Year 3 Family and friends
  - Year 4 Together
  - Year 5 Is it true?
  - Year 6 Don't force me
  - Year 6 We have more in common than not

### **Right to withdraw**

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

Currently parents have the right to withdraw their children from all or part of Relationships and Sex Education. They do not have a right to withdraw their children from those aspects of RSE that are taught in National Curriculum Science or where RSE issues arise incidentally in other subject areas. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE but not Relationships and Health Education.

As of September 2023 parents will be able to withdraw a pupil from the following lesson:

- Year 3: 'My Changing Body'
- Year 4: 'All Change' and 'Preparing for Changes at Puberty'
- Year 5: 'Changing Bodies and Feelings' (Activity 1 only)
- Year 6: Making Babies

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to their classroom teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and context of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults than to hear second hand from their class-mates at break-time.

If parents do decide to withdraw their child, they should inform the Head teacher who will find other provision for the child to engage in during the lesson. Currently, Head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

We will be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families for a number of reasons.

We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

### **Requirements on schools in law**

The guidance should be read in conjunction with:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education in (Department for Education, 2019)
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)

- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- National Citizen Service guidance for schools

### **Useful resources**

- Coram Life Education Online Teaching and Learning Training Film Clips and RSE Guidance Document: supports schools in organising and delivering RSE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

- PSHE Association RSE Policy Guidance

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/writing-your-rse-policy-guidance-pshe-association>

- The Sex Education Forum RSE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

- The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>