GLC All Different: All Equal
Together, Improving Upon Our Best

Relationships and Sex Education Policy [Primary]

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GLC Mission Statement

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

Equalities Statement

The GLC's commitment to equality is enshrined in our mission statement to develop 'active and thriving citizens within a diverse, truly fair and equal community'.
We are a vibrant, innovative and successful organisation: we work hard to be the place of choice to work and to learn. Across the 5 academies of the GLC, we pledge that everyone enjoys an equality of opportunity. We work tirelessly to ensure that individual characteristics including age, ethnicity, socio-economic background, academic ability, disability, gender, religious beliefs, sexual orientation are not discriminated against in any way. We create inclusive environments characterised by mutual respect where difference is celebrated.

Relationships and sex education policy

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Relationships and sex education policy

1. Aims

The GLC aims to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At the GLC, RSE is taught within the Personal, Social, Health and Economic Education (PSHE) curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Assemblies
- Stories
- PE in the context of health and hygiene
- RE [Religious Education]

The main aim throughout GLC schools is to prepare children so that when they are introduced to facts about human relationships and sexuality, they do not find them shocking or frightening in any way but appreciate them as part of a natural process. Moral values are conveyed through the virtues of family life and relationships, and promote a positive self-image in each individual. It is crucial that pupils learn to respect themselves and others. By using a well-structured and approved online programme [SCARF] we will complement and support the work of parents/carers.

The aims of Relationships, Sex and Health education [RSHE] at GLC primary schools are to:

- Provide a consistent standard of relations, sex and health education across the school;
- Help pupils develop feelings of self-respect, confidence and empathy;
- Promote responsible behaviour;
- Create a positive culture of communication around issues of relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Provide a framework in which sensitive discussions can take place;
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- Give pupils an understanding of reproduction and sexual development;
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum;
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk;
- Combat exploitation.

These aims complement those of the Science curriculum in KS1 and KS2.

2. Statutory requirements

Primary schools within the GLC must provide RSE to all students as per the Children and Social work act 2017.

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education [RSE] and Health Education" [DfE, 2019].

Department for Education guidance states that by the Summer term 2021, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum: including knowledge of the main external body parts; the changes as humans develop to old age and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be taught as separate units within the GLC. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

'It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement… '

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore 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.'

Should you like to see the guidance from the government please visit: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

3. Policy development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly students want from their RSE
- Ratification – once amendments were made, the policy was shared with the GLC Board and ratified

4. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life-cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls

outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.
RSE is not about the promotion of sexual activity.

5. Curriculum Statutory RSE Curriculum Content

The GLC has adapted the RSE teaching units [as part of our PSHE provision] provided by the SCARF programme. This is an online teacher resource provided by Coram Life Education. This is an age-appropriate curriculum used by many schools across the country. An overview of the PSHE SCARF curriculum [incorporating the RSE content] is outlined below.

At the GLC, we are committed to ensuring appropriate provision of RSE to all our pupils. Our programme aims to respond to the diversity of children's cultures, faiths, and family backgrounds. We consider the vulnerability of particular pupils, including pupils with SEND, pupils with protected characteristics as defined by the Equality Act 2010, as well as identifying any specific issues that might impact on individual pupils on the delivery of this area of the curriculum.

If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so they are fully informed and do not seek answers online.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Primary Topic		Pupils should know:
Families and people who care for me	1	That families are important for children growing up because they can give love, security and stability.
	2	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.
	3	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.
	4	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.
	5	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1	How important friendships are in making us feel happy and secure, and how people choose and make friends.
	2	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	3	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

	4	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.
	5	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	1	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.
	2	Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	3	The conventions of courtesy and manners.
	4	The importance of self-respect and how this links to their own happiness.
	5	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.
	6	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.
	7	What a stereotype is, and how stereotypes can be unfair, negative or destructive.
	8	The importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	1	That people sometimes behave differently online, including by pretending to be someone they are not.
	2	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.
	3	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	4	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	5	How information and data is shared and used online.
Being safe	1	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
	2	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.
	3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
	4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	5	How to recognise and report feelings of being unsafe or feeling bad about any adult.
	6	How to ask for advice or help for themselves or others, and to keep trying until they are heard.
	7	How to report concerns or abuse, and the vocabulary and confidence needed to do so.

	8	Where to get advice e.g. family, school and/or other sources

Primary Topic		Pupils should know:
Mental wellbeing	1	That mental wellbeing is a normal part of daily life, in the same way as physical health.
	2	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.
	3	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.
	4	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
	5	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	6	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
	7	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	8	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
	9	Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
	10	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	1	For most people, the internet is an integral part of life and has many benefits.
	2	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.
	3	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	4	Why social media, some computer games and online gaming, for example, are age restricted.
	5	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.
	6	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	7	Where and how to report concerns and get support with issues online.

Physical health and fitness	1	The characteristics and mental and physical benefits of an active lifestyle.
	2	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.
	3	The risks associated with an inactive lifestyle (including obesity).
	4	How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	1	What constitutes a healthy diet (including understanding calories and other nutritional content).
	2	The principles of planning and preparing a range of healthy meals.
	3	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	1	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	3	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	4	Hygiene and dental flossing, including regular check-ups at the dentist.
	5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
	6	The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	1	How to make a clear and efficient call to emergency services if necessary.
	2	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	1	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	2	About menstrual wellbeing including the key facts about the menstrual cycle.

5.1 Statutory Science Curriculum Content

Early Years Foundation Stage children learn about life-cycles, including observing the life cycle of a butterfly within their own classes. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 [years 1 – 2] children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults as well as watching chicks hatch
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 [years 3 – 6] children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

5.1 Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 3 are introduced to the concept of menstruation. In Year 4, this is developed further as they are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 6. Children are taught:

- That for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother;
- That when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means;
- How a baby develops in the womb and how babies are born.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the PSHE Co-ordinator.

6. Delivery of RSE

As the GLC has chosen to follow and adapt the PSHE and RSE teaching units from the Coram Life Education SCARF programme, we are certain that we offer a comprehensive sex and relationships education resource that brings together all the key elements of Relationships Education: Relationships, Keeping Safe, Emotional Health, and Puberty and Reproduction. The content of the resource has been informed by the PSHE Association's Programme of Study and related Learning Opportunities.

SCARF Relationships Education is designed as a spiral curriculum that helps children to develop the knowledge and understanding, life skills, attitudes and values which they will use in a range of situations now and as they grow older. By ensuring that children receive this spiral curriculum, where the same key themes are taught each year, they can apply their learning to age-relevant scenarios, helping them to make healthy decisions and keep themselves and others safe.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other;
- Everyone gets a turn to speak, if they want to;
- Everyone has a right not to speak;
- Everyone's contribution is respected;
- We don't ask or have to answer any personal questions;
- We use anatomically correct language when we have learnt it.

Delivery methods will be adjusted should the need for remote learning arise.

<u>Dealing with sensitive issues and difficult questions</u>

Pupils' questions will be dealt with honestly and sensitively and in an age appropriate way.

A question box will be available for pupils to ask anonymous questions.

If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

Roles and responsibilities

6.1 The GLC Board of Directors

The GLC Board of Directors will be responsible for agreeing and approving amendments to the policy as required. Directors will ensure that the policy meets all statutory requirements.

6.2 The Head of School

The Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE [see Appendix 1].

The Head of School also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity;
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

6.3 Staff

All staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE;
- Monitoring progress.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher and PSHE leader. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

6.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

6.5 Parents / Carers

The GLC is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at GLC schools through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy;
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE;
- 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;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the GLC;

- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education;
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

7. Parents' right to withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:
Parents do have the right to withdraw their children from the non-statutory components of sex education within RSE.

Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher/PSHE Lead. The class teacher/PSHE lead will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Head of School [See Appendix 1 for request form]. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.
Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

8. Confidentiality

Teachers will conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the GLC Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police [either by the teacher to whom it is disclosed or by the DSL].

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

9. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

10. Equalities and Diversity

The GLC, like all public institutions, has specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act [2010]. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation or gender.

11. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the GLC complaints procedure if they feel things are not resolved.

12. Monitoring Arrangements

The delivery of RSE is monitored by the senior leaders through, for example, planning scrutinies, learning walks and lesson observations.
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

13. The School Environment

GLC schools will ensure that the whole school environment reflects the values of respect for themselves and others. GLC schools will:

- Ensure that posters and displays use positive images and celebrate difference and diversity;
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed;
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff;
- Provide provisions for pubertal girls, including sanitary wear and free sanitary towels;
- Ensure that discriminatory behaviour is always challenged in any context.

14. Equal Opportunities

GLC Schools are committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping;
- Celebrating difference and diversity;
- Ensuring a programme of Relationships Education that is relevant to all pupils.

15. Further policies

In conjunction with this policy, please also see:

- GLC Behaviour policy [Primary]
- GLC Safeguarding and child protection policy
- GLC Anti-bullying policy and procedures
- GLC Equalities Policy

Please see below a useful document produced by the government, which provides answers to frequently asked questions:
https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs

Appendix 1: Parent form: withdrawal from sex education within RSE

GLC All Different: All Equal Together, Improving Upon Our Best

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE GLC PRIMARY SCHOOL	
Agreed actions from discussion with parents	