



BARNARD CASTLE  
PREPARATORY SCHOOL

# Policy: Relationships, Sex and Health Education (RSHE) Policy

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<b>Actions</b>	<b>Responsibility</b>	<b>Date</b>
Reviewed	Head of PSHE and RSE (LXT)	August 2023
Approved	Headmistress (LERT)	August 2023
Next Review	Head of PSHE and RSE (LXT)	August 2024

Barnard Castle Preparatory School takes its responsibility to provide relevant, effective and responsible RSHE to all of its pupils as part of the school's wider Personal, Social, Health, Economic (PSHE) education very seriously. Parents and pupils should feel assured that RSHE will be delivered at a level appropriate to the age and development of pupils and in an environment where the pupils feel safe to voice opinions and concerns relating to the provision of RSHE.

### **Rationale**

We are required to teach Relationships Education as part of our PSHE curriculum. Current regulations and guidance from the Department of Education (DfE) state that, from September 2020, all schools must deliver Relationships Education: [DfE statutory guidance 2019](#). High quality Relationships Education and RSHE help to create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life.

RSHE plays a vital part in meeting the School's safeguarding obligations as outlined in the latest [Keeping Children Safe in Education September 2022 - statutory guidance for school and colleges](#).

Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing and improving their ability to achieve in School and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact upon pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Relationships and Sex education provides an excellent forum to provide pupils with the skills to make informed decisions and protect themselves against harmful and exploitative situations and, as such, is a tool to safeguard children. It contributes to the foundation of PSHE and Citizenship and promotes equality between individuals and groups. It involves the exploration of human and social diversity and a fostering of self-worth whilst recognising, accepting and respecting differences.

### **Equal Opportunities Statement**

Barnard Castle Preparatory School is committed to the provision of RSHE to all of its pupils. Our program aims to respond to the diversity of children's cultures, faiths and family backgrounds. All staff are expected to give every pupil an equal chance to experience, participate in and achieve an understanding of RSHE.

The School believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The planning and organisation of teaching strategies will be regularly reviewed to ensure that no pupil is disadvantaged. Teachers will ensure that materials and teaching do not conflict with religious or cultural principles.

### **Relationship to other policies**

This policy supports/complements the following policies:

- Barnard Castle Preparatory School's PSHE Education (incorporating RSHE) Policy
- Safeguarding Policy
- Anti-Bullying Policy 2020-2021
- Behaviour Policy (Prep School)
- Online Safety Policy
- Equal Opportunities Policy

- Curriculum Policy Prep School

Documents informing the School's RSHE policy include:

- [DfE statutory guidance 2019](#)
- <http://www.educationengland.org.uk/documents/dfee/2000-sex-education.pdf>
- [Keeping Children Safe in Education September 2022 - statutory guidance for school and colleges](#)
- Children Act (2004)
- Education Act (1996)
- Equality Act (2010)

### **Formulation of the Policy**

This Policy was produced by the Pastoral Deputy Head of Barnard Castle Preparatory School.

Parents/carers were consulted initially through a questionnaire and an introductory letter, including the Government leaflet [Understanding Relationships and Health Education in your child's primary school: a guide for parents](#) as an attachment and were invited to attend an introductory RSHE meeting in School.

Pupils in Years 3-6 were consulted through a questionnaire.

Staff were consulted through staff meetings and INSET training.

Governors were consulted during a meeting of the full governing body.

This policy has been approved and adopted by the Headmistress and the governing body. It will be reviewed annually.

### **Aims and Objectives**

The aim of this policy is to enable the effective planning, delivery and assessment of RSHE.

Through the provision outlined in this policy, the School's overall aims of RSHE are to teach and develop the following three main elements:

#### **1. Attitudes and Values**

- Learn the importance of values and individual conscience and moral considerations
- Learn the value of family life, marriage and stable and loving relationships for the nurture of children
- Learn the value of respect, love and care
- Explore, consider and understand moral dilemmas

#### **2. Personal and social skills**

- Learn to manage emotions and relationships confidently and sensitively
- Develop self-respect and empathy for others
- Learn to make choices based upon a understanding of difference and an absence of prejudice
- Develop and appreciation of the consequences of choices made
- Manage conflict
- Learn how to recognise and avoid exploitation and abuse

### **3. Knowledge and understanding**

- Learn and understand physical development at appropriate stages
- Understand human sexuality, reproduction, sexual health, emotions and relationships

The School also aims to:

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills, enabling them to stay true to their values if challenged by others
- teach pupils to be accepting of different beliefs, cultures, religions, sexual orientations, gender identity, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for and respect their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- teach lessons that are sensitive to a range of views, valued and beliefs
- ensure that staff teaching RSHE remain neutral in their delivery whilst ensuring that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals.

The purpose of RSHE is NOT to:

- encourage pupils to become sexually active at a young age
- promote a particular sexual orientation or gender identity
- sexualise children.

### **The Wider Context**

The School's RSHE programme will:

- be an integral part of the lifelong learning process
- be an entitlement for all pupils, including those with additional learning needs
- be set within the wider school context, supporting family commitment and love, respect and affection, knowledge and openness
- recognise that 'family' is a broad concept; not just one model
- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure that pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers, consulting them about the content of the programme
- work in partnerships with other health professionals and the wider community, as appropriate.

### **Responsibilities**

The Headmistress is responsible for ensuring that RSHE is taught consistently across the School and for managing requests to withdraw pupils from non-statutory components of RSHE.

<b>Responsibilities</b>	<b>Role</b>
Co-ordinating RSHE provision	Pastoral Deputy Head
Accessing and co-ordinating training and support for staff	Pastoral Deputy Head
Delivery of the RSHE curriculum	All teachers responsible for the teaching of PSHE/Science and the School's nurses
Policy Development and Review	Pastoral Deputy Head; Academic Deputy Head; SMT
Implementation of the policy; monitoring and assessment	
Link Governor for RSHE	Governor for Safeguarding
Safeguarding issues	Designated DSLs
Establishing and maintaining a link with parents/carers	Pastoral Deputy Head
Liaising with Senior School and/ or other schools	Pastoral Deputy Head
Liaising with the media	Headmistress

In addition, all staff will:

- ensure that they are up to date with the policy and curriculum requirements for RSHE
- attend professional development training, including whole staff training/INSET as required
- liaise with the Pastoral Deputy Head on any areas they feel are not adequately provided for in the School's RSHE provision, including resources
- encourage pupils to communicate concerns in confidence and listen to their needs and support them
- speak to a member of the School's SMT if they find an issue which they are not able to deal with alone
- ensure that personal beliefs and attitudes do not prevent them from providing balanced RSHE
- create lessons to suit pupils in their classes, across a range of abilities including SEND, faiths, beliefs, cultures, genders, identity and sexual orientations
- ask for support from RSHE co-ordinator, should they need it.

Lead members of staff will:

- develop the RSHE policy and review it on a yearly basis
- ensure members of the governing body will be offered RSHE training
- ensure staff are given ongoing training in order to deliver the curriculum effectively
- ensure staff are up to date with policy changes, including new staff/supply staff
- provide support for teachers who feel uncomfortable or ill-equipped to deal with the delivery of RSHE
- ensure that RSHE is age-appropriate and needs-led across all year groups
- support parent/carer involvement in the development of the RSHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school

- ensure that any concerns or opinions received regarding the delivery of RSHE are listened to, taken account of and acted on, as appropriate
- share the School's provision for RSHE with parents/carers so that they can support from home

Governors will:

- play an active role in monitoring, developing and reviewing the policy and its implementation
- ensure that all pupils make progress in achieving the expected educational outcomes
- ensure that the subject is well-led, effectively managed and well planned
- ensure that the quality of provision is subject to regular and effective evaluation
- ensure that teaching is delivered in ways that are accessible to all pupils including SEND
- ensure that clear information is provided for parents on the subject content and the right to request that their child can be withdrawn from appropriate areas
- ensure that RSHE is resourced, staffed and timetabled in such a way that ensures that the School can fulfil its legal obligations.

Pupils will:

- attend the statutory National Curriculum Science elements of the RSHE curriculum and the statutory Relationships Education and Health Education curriculum
- listen in class, be considerate of the beliefs and feelings of others and comply with class ground rules
- have the opportunity to talk to a member of staff, in confidence, regarding any concerns they may have
- be asked for feedback on the school's RSHE provision and be expected to take this responsibility seriously.

### **Parents/Carers**

The School recognises the role of parents/carers as the first teachers of their children, having the most significant influence in enabling their children to grow and mature to form healthy relationships.

The School will therefore:

- work closely with parents/carers when planning and delivering RSHE
- ensure that parents/carer know what will be taught and when, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of the sex education delivered as part of RSHE
- give parents/carers the opportunity to understand the purpose and content of Relationships Education and RSHE
- communicate and give opportunities for parents/carers to understand and ask questions about the School's approach
- build a good relationship with parents/carers on these subjects and help support them in managing conversations with their children, encouraging them to create an open home environment where pupils can continue to learn about matters raised through RSHE
- reach out to all parents, including those who are hard to engage, recognising that a range of approaches may be needed for doing so.

### **The right to withdraw**

Parents/Carers cannot withdraw their child from the statutory sex education content included in the National Curriculum for Science, which includes content on human development, including reproduction, nor from Relationships Education or Health Education, because it is important that all children receive this content, covering topics such as friendships, how to stay safe, and puberty. However, they do have the right to request that their child be withdrawn from some or all of sex

education delivered as non-statutory RSHE in Year 6, delivered as part of the PSHE curriculum. If a parent/carer feels it necessary to withdraw their child, they should arrange to discuss their concerns with the Headmistress and/or Pastoral Deputy Head.

In the event of a child being withdrawn, the child will stay in School and be assigned to another class until that specific lesson is over. Requests for formal withdrawal should be put in writing to the Headmistress.

The School provides an information leaflet to parents/carers to provide further information on understanding Relationships Education: [Understanding Relationships and Health Education in your child's primary school: a guide for parents](#)

**RSHE Provision: Statutory**

All schools must teach the following as part of **National Curriculum Science**: parents/carers do not have the right to withdraw their child from this.

National Curriculum Science: KS1	National Curriculum Science: KS2
<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which parts of the body are associated with which sense</li> <li>Notice that animal, including humans, have offspring which grow into adults</li> <li>Describe the importance for humans of hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Describe the difference in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life processes of reproduction in some plants and animals</li> <li>Describe the changes as humans develop to old age</li> </ul>

**Statutory Relationships Education**

The following elements of Relationships education within the RSHE programme are statutory, therefore parents have no right to withdraw their child from these sessions. See the following table for specific elements covered within Relationships education:

<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> </ul>
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<p><b>Caring relationships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p><b>Online Relationships</b></p>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<p><b>Being Safe</b></p>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>



## Statutory Health Education

The following elements of Health education within the RSHE programme are statutory. This includes lessons on puberty therefore, parents have no right to withdraw their child from these sessions. See the following table for specific elements covered within Health education:

<p><b>Mental Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
<p><b>Internet Safety and Harms</b></p>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<p><b>Physical Health and Fitness</b></p>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, Alcohol and Tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic First Aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent Body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### **Non-statutory RSHE programme:**

The Sex Education elements of the RSHE programme are non-statutory. This part of the RSHE curriculum is covered in Year 6.

### **The Needs of Pupils**

Considerations will be made for:

- Religious and cultural diversity
- Differing gender needs and abilities, including SEND
- Diverse sexuality of pupils
- Homophobic/transphobic/biphobic bullying and behaviour

- Pupils' age and emotional maturity
- Pupils with EAL

### **Topics to be covered**

RSHE starts in Reception so that children learn about different kinds of relationships, such as families and friendships, and so they can recognise if other people make them feel uncomfortable or unsafe. Lots of children start puberty before they leave primary school so it is important that all pupils know what to expect before it happens. The delivery of RSHE in every year of primary school helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

At Barnard Castle Preparatory School the Relationships Education, Health Education and RSHE curriculum is delivered in PSHE as part of the wider Jigsaw Scheme. All resources, for statutory and non-statutory elements of the RSHE curriculum, used during these sessions are shared with parents prior to teaching the children.

### **Delivery of RSHE**

Pupils receive their entitlement for RSHE in timetabled Science and PSHE lessons. The RSHE programme is delivered through a variety of opportunities including:

- designated RSHE time (Science and PSHE curriculum)
- use of school nurses
- school ethos
- small group work
- assemblies

### **Establishing Ground Rules**

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSHE. To this end, ground rules have been agreed to provide a framework of common values within which to teach.

In addition to the ground rules used in PSHE, teachers will develop non-negotiable ground rules for lessons and discussions related to RSHE. If pupils are to benefit fully from an RSHE programme, they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in a box for later.
- Don't use names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- If you want to talk privately about your personal situation let the teacher know by placing a note in the question box

- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

### **Assessment, Monitoring and Evaluation**

Assessment of pupils' learning in RSHE is in line with approaches used in the rest of the curriculum, with needs assessment used to identify existing knowledge and skills of pupils and teacher assessment to inform future planning.

Monitoring activities may include:

- Records of pupil attendance in RSHE lessons
- Pupil/staff/parent surveys
- Scrutiny of staff planning
- Samples of pupils' work

Evaluation activities may include:

- Teacher/ pupil evaluation of lessons and units
- Evidence from lesson observations
- Feedback by pupils/parents/teachers
- Scrutiny of planning and sampling of work.

### **Safeguarding Pupils**

Through Relationships Education (and RSHE), the pupils will be taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This will also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils will be taught 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 teachings complement Health Education and adhere to the wider Safeguarding Policy of the whole school.

Children have the right to:

- say no
- respect their own body
- speak out and know that someone can help

Teaching any sensitive issue to young pupils may give rise to concern. All staff are aware of the School's safeguarding arrangements and procedures and to whom they should report such concerns.

The School recognises that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including on-line bullying, sharing inappropriate images, initiation/hazing (an activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers them, regardless of a person's willingness to participate) and inappropriate/harmful sexual behaviours. Use of the anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

The nature of RSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in RSHE. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so, through the establishment of ground rules. The children will be offered confidential sessions to talk, at their request, if they wish to. Any visitor to the classroom will be bound by the School's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. The School will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person in line with the School's Safeguarding Policy, including personal information on a one-to-one basis to the School nurses.

The School will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

### **Support**

At Barnard Castle Preparatory School we hope that pupils will feel safe in the School environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social or emotional development, including matters raised by, or relating to, RSHE. We promote the School ethos as one of inclusion and acceptance throughout all areas of School activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

### **Complaints**

Parents/carers who have complaints or concerns regarding the RSHE provision should contact the School and follow the School's Complaints Policy.

### **National Websites**

Additional information from the following may be useful:

#### **Healthy relationships, sexual consent, exploitation and abuse:**

- Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)
- Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)
- Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop)
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary school teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way.  
<https://basisyorkshire.org.uk/resource/alrightcharlie-cse-primary-school-resource/>

**Violence within relationships:**

- The Against Violence and Abuse Project provides further information, advice and guidance: [www.avaproject.org.uk](http://www.avaproject.org.uk)
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

**Teaching about pornography:**

- Growing Up Safe, from Big Talk Education, for primary schools:
- <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

**Teaching about sexting:**

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children:
- <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk), which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>