



# Relationships & Health Education (RHE)



## Including: Non Statutory (for primary schools) Sex Education

### Stewart Headlam and Hague Schools' Federation

## Policy

### Curriculum Governors

This policy has been refined following further consultation with staff, research and understanding by SLT, reviewing and editing the Jigsaw Curriculum so that it meets the age appropriate needs of our children and communities. We have sought advice and guidance from the Tower Hamlets Healthy Lives Team who are working across the primary schools for consistency of approach. This means that the primary schools have similar agreed expectations.

We have also reviewed the April 2021 OFSTED guidance about RSHE, included at the end of this draft policy for your information.

The parent meetings on 18<sup>th</sup> June will refer to this policy and the revisions below.

Parent views will be listened to. The final RHE policy will need to be agreed by governors on 9<sup>th</sup> July. I trust that our robust and sensitive approach to working with stakeholders will mean that we have a really good resource which meets the needs of our children and DfE/Ofsted expectations.

### Changes to policy since governor working party

**Policy name** – Vast majority of lessons are about healthy relationships and health/puberty. Only one lesson about conception. So in primary we do not need to call it sex education as it is misleading. Schools in TH are opting for this title.

**Inclusion of conception and birth**, this is strongly recommended in Y6 by DfE and is the one aspect that primary parents may withdraw from.

Whilst this was removed by working party the LA advice and recall by staff was that it would be better for the school to indicate that it would be taught if the parents wished it. Any families wishing to withdraw could let the school know. A letter: appendix 3 has been drafted which informs and gives a simple consent to take part or not has been added to the policy. This then satisfies DfE expectations but allows parents to simply make an informed choice which would not be challenged. Schools will then make arrangements for the children who are or not taking part in that lesson.

This is considered to be better practice rather than governors' withdrawing all parents' right to choose, by saying it is not taught.

Moin, Nilufar, Sue and I have been through Jigsaw and carefully edited the jigsaw lessons and resources, based on governor guidance. Staff have been talking about strategies for delivery and understanding about the language which is and is not taught.

If parents do see a copy of the full Jigsaw curriculum there are many words listed which are not included in our SHH curriculum.

The **FGM** Safeguarding information from KCSIE in the policy for parents has been strengthened about the law and schools safeguarding expectations. NSPCC Pantosaurus

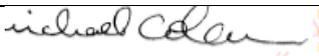
Song has also been reference and included for Nursery to Y6 as it supports Safeguarding assemblies and is often delivered by people from the NSPCC across Tower Hamlets.

### DFE / OFSTED Clarification on teaching about equalities

Schools have a legal duty to teach about the protected characteristics. We have chosen a very simple approach for KS1 and KS2 so that our schools curriculum complies with *Ofsted guidance also states that schools “are at liberty to teach the tenets of any faith on the protected characteristics”, but “must also explain the legal rights LGBT people have under UK law, and that this and LGBT people must be respected”.*

*We have added in a section about managing difficult questions and links with other policies.*

### FAO All Staff

<b>Approved by:</b>	<b>Full Governing Body</b>	<b>Date:</b> 8 <sup>th</sup> July 2021
<b>Last reviewed on:</b>	24 <sup>th</sup> June 2021 Curriculum Committee	
<b>Next review due by:</b>	In 3 years or sooner if DfE changes. Summer Term July 2024	
<b>Governors Working Party</b> <b>Staff Review</b> <b>Curriculum Committee</b>	6 <sup>th</sup> May 2021 Draft Document prepared by Moin Ahmed PSHE Curriculum Leader. Summer Term 1 & 2 2021. 24 <sup>th</sup> June 2021, 2 <sup>nd</sup> policy review after Parent Consultation 18 <sup>th</sup> June 2021. Policy and PSHE Leader of Learning Moin Ahmed	
<b>Signed:</b>		



## Statutory Relationships and Health Education (RHE) and Non Statutory Sex Education Policy.

This document is based on the Tower Hamlets model policy for primary schools to review and adapt based on statutory and non-statutory guidance. See Appendix 1.

At Stewart Headlam and Hague Primary Schools, we believe in teaching children about how to make, develop and sustain healthy relationships with friends and family, so that children develop a secure understanding of what future relationships can look like.

We ensure all our children are taught how to be healthy and safe in their lives and the choices they make; this includes recognising and forming positive life sustaining relationships with others both in the real and virtual world.

<b>Aims</b>	<ol style="list-style-type: none"><li>1. <b>Stewart Headlam and Hague Schools Federation are committed to putting safeguarding at the heart of everything we do</b> and this includes teaching RHE to pupils.</li><li>2. To teach RHE as outlined by the Department of Education and comply with the relevant provisions of the Equality Act 2010.</li><li>3. To ensure pupils are able to keep themselves safe by teaching factually accurate information so they can make informed decisions.</li><li>4. Children understand the changes to their body as they grow and develop and are supported to behave in a mature and responsible way with respect for themselves and others.</li></ol>
<b>Context</b>	<p>“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.”</p> <p><a href="#">(Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019) – Secretary of State Foreword, Pg. 4</a></p>

**CURRICULUM PROVISION & CONTEXT** These are the key themes which are taught each year using the schemes of work which are carefully selected age appropriate. See Appendix for Jigsaw Curriculum Years 1-6

<b>Relationships Education (Statutory)</b>	<ul style="list-style-type: none"> <li>• Families and People Who Care For Me</li> <li>• Caring Relationships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul>
<b>Health Education (Statutory)</b>	<ul style="list-style-type: none"> <li>• Mental Wellbeing</li> <li>• Internet and Safety Harms</li> <li>• Physical Health and Fitness</li> <li>• Healthy Eating</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Health and Prevention</li> <li>• Basic First Aid</li> <li>• Changing Adolescent Body</li> </ul>
<b>National curriculum Science (Statutory)</b>	<p><a href="#">National Curriculum England: Science Programmes of Study – statutory guidance</a> updated 15 May 2015</p> <p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"> <li>• <b>Year 5</b> describe the changes as humans develop to old age</li> <li>• <b>Year 6</b> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> </ul>
<b>Puberty</b>	<p><b>From the DfE guidance:</b></p> <p>“The content set out in this guidance covers everything that primary schools should teach 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”.</p> <p>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</p> <p>(please refer to Appendix 1 for further detail)</p>

<p><b>Sex Education (Non-Statutory)</b></p>	<p>At Stewart Headlam and Hague Schools we use range of lessons and resources from the JIGSAW scheme of work to offer non statutory age appropriate lessons about conception and birth. <b>The DfE recommend that this topic is taught by the end of KS2.</b></p> <ul style="list-style-type: none"> <li>• <b>Conception and birth is taught in Year 6.</b></li> <li>• <b>Parents have the right to withdraw from lessons on conception.</b> See Right to Withdraw pg.</li> </ul>
<p><b>FGM – Female Genital Mutilation.</b></p>	<p>It is important that adults and parents/carers know what the law says about keeping children safe.</p> <p>At Stewart Headlam and Hague Schools, we inform and advise parents about the school’s statutory safeguarding reporting duties including FGM in the RHE Parent Information Sessions and through safeguarding information leaflets.</p> <p>There is a specific legal duty on teachers to report incidents of FGM to the police if a girl is under the age of 18. <u>Annex A. Keeping Children Safe in Education. 2021. Pgs 87-88</u></p> <p>The SHH Federation schools do not teach lessons about FGM as it is non statutory in primary.</p> <p>We do make sure children know about their rights to be kept safe, UNCRC Article 19, and know about personal safety through the NSPCC Pants Assembly and song from EYFS – Year 6. <u>NSPCC Pantosauros Song</u> click here to see.</p>
<p><b>Teaching and Managing Difficult Questions</b></p>	<p>Primary-age pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.</p> <p>Meeting the curriculum objectives requires a graduated, age-appropriate programme of Relationships Education.</p> <p>Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours.</p> <p>Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.</p> <p>School considers what is age appropriate and inappropriate in a whole-class setting.</p> <p>Teachers are provided with support and training in answering questions that are better not dealt with in front of a whole class.</p> <p>If children ask questions or start conversations about topics which are beyond age appropriate to our curriculum expectations, staff will respond with sufficient factual information to satisfy curiosity which is age appropriate and safeguard.</p> <p><b>Teachers may for example advise the child that,</b> ‘this is a question which will be answered in an older year group when it is taught’</p> <p>We will let the parents know their child asked a ‘tricky’ question so that parents can then decide how to respond.</p> <p>Staff will provide support for parents if this is requested.</p>

## MONITORING, EVALUATION and ASSESMENT

<b>Monitoring &amp; Evaluation</b>	<p><b>The RHSE Policy and Learning will be monitored and evaluated by</b></p> <ul style="list-style-type: none"> <li>• AHT Curriculum Leader of Learning.</li> <li>• PSHE Leader of Learning.</li> <li>• AHT Inclusion/ SENDCo</li> <li>• The Snr Leadership Team SLT</li> <li>• Curriculum Governors Cttee</li> </ul> <p><b>Links with Other Policies</b></p> <ul style="list-style-type: none"> <li>• Child protection and safeguarding policy</li> <li>• Online safety policy</li> <li>• Behaviour and anti-bullying policy</li> <li>• PSHE policy</li> <li>• Inclusion policy</li> <li>• Equality objectives</li> </ul>
<b>Assessment</b>	<p>It is important these subjects are consistently monitored to ensure confidence levels of teachers are maintained and the delivery and content is consistent across the schools.</p> <p>The teachers will identify pupils' prior knowledge by evaluating and questioning using pre assessment techniques.</p> <p>The school will assess pupils' learning and progress through monitoring, book scrutiny, learning walk and through talking to pupils.</p> <p>The school will evidence pupils' learning and progress by recording children's work in PSHE Books or JIGSAW Journals. Children's work will be celebrated and displayed. Children will have a voice through circle time discussions, presentations and using class and whole school assemblies.</p>

## THE RIGHT TO WITHDRAW

<b>Right to Withdraw</b>	<p>There is no parental right to withdraw from</p> <ul style="list-style-type: none"> <li>• Relationships Education</li> <li>• Health Education</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• the National Curriculum Science,</li> </ul> <p>These are the statutory parts of the curriculum.</p> <p><b>Parents have the right to withdraw from topics taught outside of these areas and relating to Sex Education, how a baby is conceived and born.</b></p> <p><b><u>This topic is only taught in Year 6.</u></b></p>
<b>Withdrawal Process</b>	<p><b>Parents wishing to withdraw their child from the non-statutory elements of the curriculum, Year 6: conception and birth, should complete the permission to take part in this lesson which will be circulated.</b></p> <p>We strongly recommend that parents attend the annual parent information meetings particularly about RHE for Year 6 so that they can make informed</p>

	decisions based on knowledge of the curriculum, which children have been developing over time.
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## **EQUALITY and SAFEGUARDING**

<b>Equality</b>	The school is committed to following the Equality Act and to tackling sexism, misogyny, homophobia and gender stereotypes.
<b>LGBT</b>  <ul style="list-style-type: none"> <li>• <b>Lesbian</b></li> <li>• <b>Gay</b></li> <li>• <b>Bisexual</b></li> <li>• <b>Transgender</b></li> </ul>	<p>The London Borough of Tower Hamlets recommends teaching about LGBT relationships, in the context of different types of families.</p> <p>For example, some children have two mums or two dads in order that children coming from same sex families feel welcomed and included in school, from the very beginning of their school career,</p> <p>It is also important in terms of tackling discriminatory homophobic language, behaviour and bullying. It safeguards everyone, demonstrates LBTH's commitment to equalities, as outlined in the Equality Act 2010.</p> <p>At Stewart Headlam and Hague Primary Schools, we are committed to protecting children and families against discrimination, whether knowing or unintentional. This includes discrimination against people's religion, culture or sexuality, to name just a few of the Protected Characteristics in the Equality Act. The Department for Education statutory guidance strongly encourages and enables schools to teach LGBT content, in the context of different types of families.</p> <p>At Stewart Headlam and Hague Federation we <b>have chosen to follow the LBTH recommendation with regards to LGBT content</b>, in the context of different types of families. With due regard to all relevant evidence we have chosen to place LGBT content, in the context of different types of families, into the statutory part of the curriculum in Key Stage 1 (by the end of Year 2).</p>
<b>Naming of the Sexual Body Parts</b>	<p>LBTH recommends that children are taught in Key Stage 1 about naming of the sexual body parts, as a safeguarding issue. This is so pupils can report abuse if it happens or so that they can accurately report medical symptoms if they are unwell. The more children are able to name the sexual body parts and to know about appropriate and inappropriate touch, the more they are protected from abuse.</p> <p>At Stewart Headlam and Hague Schools we have chosen to place the naming of the sexual body parts into the <b>statutory part of the Relationships Education and Science curriculum in Key Stage 1</b> (by the end of Year 2).</p> <ul style="list-style-type: none"> <li>• <i>Pupils will also be taught about stable, caring, healthy family life and friendships and how to recognise if or when relationships are making them unhappy or unsafe.</i></li> <li>• <i>Lessons will cover staying safe both online and offline, how to identify risks online, harmful online content and contact and how to report it.</i></li> <li>• <i>Pupils will also learn how to seek help and advice from others.</i></li> </ul> <p>LBTH also recommends that lessons about puberty begin in Year 4, to prepare children for puberty and menstruation for girls, before it occurs.</p>

<b>SEND</b>	The delivery of the content will be made accessible to all pupils, including those with SEND.
<b>Disclosures</b>	Any disclosures should follow the schools agreed safeguarding procedures.

## **RESOURCES**

<b>Teaching Resources</b>	<ul style="list-style-type: none"> <li>• <b>Stewart Headlam and Hague Schools</b> are committed to using diagrams as visual aids.</li> <li>• Puberty is taught in single sex lessons in Years 4, 5 and 6.</li> <li>• The school uses the Jigsaw Scheme of Work, NSPCC Pants song and video clip to support whole school and class safeguarding assemblies.</li> </ul> <p>Our schools are committed to holding information meetings to show parents resources and lesson plans before the commencement of RSE lessons. The summary of lessons for each year group is attached See appendix 2.</p>
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## **CONSULTATION AND PARTNERSHIPS**

<b>Parents</b>	Our relationship with parents/carers is very important and we aim to support them with information meetings about our RSE curriculum content, including resources, where they can share any concerns or issues they may have about any aspect of the RSE provision.
<b>Staff</b>	The schools expect staff to support the policy, there are annual staff meetings and training so that staff are confident to deliver the sessions.
<b>Governors</b>	<p>Governors, in conjunction with the Headteacher and SLT, ultimately make the decision about whether to follow the Borough recommendations about which topics should be taught and at what stage in the curriculum and whether they should be in the statutory or non-statutory part of the curriculum.</p> <p>Governors also decide which resources are used to teach RSE and how RSE is taught within the school.</p> <p>The DfE RSE guidance (2019) provides further clarification as to the role of Governors:</p> <p>“As well as fulfilling their legal obligations, the governing boards or management committee should also make sure that:</p> <ul style="list-style-type: none"> <li>• all pupils make progress in achieving the expected educational outcomes;</li> <li>• the subjects are well led, effectively managed and well planned;</li> <li>• the quality of provision is subject to regular and effective self-evaluation;</li> <li>• teaching is delivered in ways that are accessible to all pupils with SEND</li> <li>• clear information is provided for parents on the subject content and the right to request that their child is withdrawn;</li> </ul> <p>and</p>

- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.”

[\(Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers \(2019\) – Secretary of State Foreword, Pg. 16 -](#)

**Appendix 1**

<p><b>DfE Statutory Guidance</b></p> <p><b>Relationships Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>	<p><b>DfE Non-statutory</b></p> <p><b>Sex Education</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>	<p><b>Statutory Guidance</b></p> <p><b>National Curriculum Science</b></p> <p>(Statutory guidance - National curriculum in England: science programmes of study – Updated 6 May 2015  <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study</a>)</p>	<p><b>DfE Statutory Guidance</b></p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b></p> <p>(Relationships Education, Relationships and Sex Education (RSE) and Health Education  <a href="https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education">https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education</a>)</p>
<p><b>By the end of primary school Pupils should know:</b></p> <p><b><u>Families and people who care for me</u></b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up <b>because they can give love, security and stability.</b></li> <li>• the characteristics of <b>healthy family life</b>, 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, <b>sometimes look different from their family</b>, but that they should <b>respect</b> those differences and</li> </ul>	<p><b>Questions pertaining to sex or sexuality which go beyond what is set out for:</b></p> <ul style="list-style-type: none"> <li>• Relationships Education.</li> <li>• sexual reproduction in humans</li> <li>• reproductive cycle in humans</li> <li>• conception (Year 6 only)</li> <li>• FGM</li> </ul>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p>*The national curriculum for science includes</p>	<p>• <b>By the end of primary school pupils should know:</b></p> <p><b><u>Mental Wellbeing</u></b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a <b>normal part of daily life</b>, in the same way as physical health.</li> <li>• that there is a <b>normal range of emotions</b> (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 <b>recognise and talk about their emotions</b>, 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 <b>feeling</b> and how they are behaving is <b>appropriate and proportionate</b>.</li> <li>• the <b>benefits of physical exercise</b>, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• <b>simple self-care techniques</b>, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• <b>isolation and loneliness</b> can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>

<p>know that other children’s families are also characterised by love and care</p> <ul style="list-style-type: none"> <li>• that <b>stable, caring relationships, which may be of different types, are at the heart of happy families</b>, and are important for children’s security as they grow up.</li> <li>• that marriage* represents a formal and <b>legally recognised commitment of two people</b> to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are <b>making them feel unhappy or unsafe</b>, and how to seek help or advice from others if needed.</li> </ul> <p>*Marriage in England and Wales is available to both opposite and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p> <p><b><u>Caring friendships</u></b></p> <ul style="list-style-type: none"> <li>• how important friendships are in <b>making us feel happy and secure</b>, and <b>how people choose and make friends</b>.</li> <li>• the <b>characteristics of friendships</b>, including mutual respect, truthfulness,</li> </ul>		<p>teaching about the main external parts of the body. The following words are taught in year two:</p> <ul style="list-style-type: none"> <li>• breast nipples</li> <li>• anus bottom</li> <li>• vagina vulva</li> <li>• penis testicles</li> </ul> <p><b>Key Stage 2:</b></p> <p><b>THIS CONTENT IS STATUTORY</b></p> <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• describe the changes as humans develop to old age</li> </ul> <p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul> <p><b>From the DfE guidance:</b></p> <p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>• “The content set out in this guidance covers everything that primary schools should teach about relationships and health, including</li> </ul>	<ul style="list-style-type: none"> <li>• that <b>bullying</b> (including cyberbullying) has a <b>negative</b> and often lasting impact on mental wellbeing.</li> <li>• <b>where and how to seek support</b> (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>• <b>it is common for people to experience mental ill health</b>. 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><u>Internet safety and harms</u></b></p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has <b>many benefits</b>.</li> <li>• about the benefits of rationing time spent online, the <b>risks of excessive time spent on electronic devices</b> and the <b>impact of positive and negative content online</b> 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 <b>display respectful behaviour online</b> and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, <b>are age restricted</b>.</li> <li>• that the internet can also be a <b>negative place</b> where online <b>abuse, trolling, bullying and harassment</b> can take place, which can have a negative impact on mental health.</li> <li>• how to be a <b>discerning consumer of information online</b> including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• <b>where and how to report concerns</b> and get support with issues online.</li> </ul> <p><b><u>Physical health and fitness</u></b></p> <ul style="list-style-type: none"> <li>• the characteristics and <b>mental and physical benefits</b> of an active lifestyle.</li> <li>• the importance of <b>building regular exercise into daily and weekly</b></li> </ul>
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<p>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>that healthy friendships are <b>positive and welcoming towards others</b>, and do not make others feel lonely or excluded.</li> <li>that most <b>friendships have ups and downs</b>, 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><b>how to recognise who to trust and who not to trust</b>, 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>Respectful relationships</b></p> <ul style="list-style-type: none"> <li><b>the importance of respecting others, even when they are very different from them</b> (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to <b>improve or support respectful relationships</b>.</li> <li>the conventions <b>of courtesy and manners</b>.</li> </ul>		<p>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”.</p> <ul style="list-style-type: none"> <li>“106. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty”</li> </ul> <p><b>SEX EDUCATION</b></p> <p><b>THIS CONTENT IS RECOMMENDED FOR YEAR 6 BY THE DFE AND IS NON STATUTORY</b></p> <p>Conception &amp; Birth</p> <ul style="list-style-type: none"> <li>How an egg is fertilised and babies are born.</li> </ul> <p>Taught in year six</p>	<p><b>routines</b> and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> <li>the <b>risks associated with an inactive lifestyle</b> (including obesity).</li> <li><b>how and when to seek support</b> including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>what constitutes a <b>healthy diet</b> (including understanding calories and other nutritional content).</li> <li>the principles of <b>planning and preparing a range of healthy meals</b>.</li> <li>the characteristics of a <b>poor diet</b> and <b>risks</b> 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> <ul style="list-style-type: none"> <li><b>By the end of primary school</b></li> <li><b>Pupils should know:</b></li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>the facts <b>about legal and illegal harmful</b> substances and associated risks, including <b>smoking, alcohol use and drug-taking</b>.</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>how to recognise <b>early signs of physical illness</b>, such as weight loss, or unexplained changes to the body.</li> <li>about <b>safe and unsafe exposure to the sun</b>, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient <b>good quality sleep</b> for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about <b>dental health</b> and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about <b>personal hygiene and germs</b> including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to <b>allergies, immunisation and</b></li> </ul>
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- the importance of **self-respect** and how this links to their own **happiness**.
- that in school and in wider society they can **expect to be treated with respect** by others, and that in turn they **should show due respect to others**, including those in positions of authority
- about **different types of bullying** (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a **stereotype is**, and how stereotypes can be unfair, negative or destructive.
- the importance of **permission-seeking** and giving in relationships with friends, peers and adults.

**Online relationships**

- that people sometimes **behave differently online**, including by pretending to be someone they are not.
- that the **same principles apply to online relationships as to face-to-face relationships**, including the importance of respect for others online including when we are anonymous.
- the rules and principles for **keeping safe online**, how to recognise risks, harmful content and contact, and how to report

**vaccination.**

**Basic first aid**

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

**Changing adolescent body**

- key facts about **puberty and the changing adolescent body**, particularly from age 9 through to age 11, including **physical and emotional changes**.
- about **menstrual wellbeing** including the key facts about the **menstrual cycle**.

them.

- how to **critically consider** their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how **information and data is shared** and used online.

### Being safe

- what sorts of **boundaries** are appropriate in friendships with peers and others (including in a digital context).
- about the concept of **privacy** and the implications of it for both children and adults; including **that it is not always right to keep secrets if they relate to being safe.**
- that **each person's body belongs to them**, and the differences between

### Appropriate and inappropriate or unsafe physical, and other, contact.

- how to respond **safely and appropriately to adults** they may encounter (in all contexts, including online) whom they do not know.
- **how to recognise and report feelings of being unsafe** or feeling bad about any adult.
- how to **ask for advice** or help for themselves or others, and to keep trying until they are heard.

<ul style="list-style-type: none"> <li>• how to <b>report concerns</b> or abuse, and the vocabulary and confidence needed to do so.</li> <li>• <b>where to get advice</b> e.g. family, school and/or other sources.</li> </ul>			
<p><b>From the DfE guidance:</b></p> <p><b>Lesbian, Gay, Bisexual and Transgender (LGBT)</b></p> <p>“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”.</p>			

## Appendix 2: SHH Federation RHE Scheme of Work

This policy is called Relationships and Health Education. Sex Education, conception and birth is only taught in Year 6. It is non statutory.

Parents may withdraw from this lesson after discussion with a member of SLT at Hague or Stewart Headlam Schools.

### Year 1 Changing Me (ADAPTED PSHE - JIGSAW) Lessons

Topic	Learning objectives and learning outcome	Resources	Vocabulary
<b>Jigsaw Piece 1 - Life Cycles</b>	To begin to understand the life cycles of frogs. To understand that changes happen as we grow and that this is OK.	Find your pair cards Jigsaw Jack Jigsaw Chime 'Calm Me' script BBC Learning Clip: 9463 Frogs Life cycle cards	Changes Life cycle Grow Baby Adult Old
<b>Jigsaw Piece 2 - Changing Me</b>	I can tell you some things about me that have changed and some things about me that have stayed the same. I know that changes are OK and that sometimes they will happen whether I want them to or not.	Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'Changing as I grow' Jigsaw Jack Paper for concertina booklets	Change Life cycle Baby Adult Grown up
<b>Jigsaw Piece 3 - My Changing Body</b>	I know how my body has changed since I was a baby. I understand that growing up is natural and that everybody grows at different rates	Jigsaw Chime 'Calm Me' script Jigsaw Chime Baby photo of the teacher Baby photos brought in by the children	Baby Growing up Tall Taller Strong Good learner
<b>Jigsaw Piece 5 - Learning and</b>	I understand that every time I learn something new I change a little bit	Jigsaw Song sheet: Jigsaw Chime 'Calm Me' script	Learn New Grow

<b>Growing</b>	I know learning new things is always fun and enjoyable.	Picture cards Flower shape template flipchart Photos of the children	Change
<b>Jigsaw Piece 6 - Coping with Changes</b>	I can tell you about changes that have happened in my life.  I know some ways to cope with changes.	Jigsaw Chime 'Calm Me' script Book: 'Moving Molly' by Shirley Hughes Bag of items for Changes Game Jigsaw Journals	Change Feelings Anxious Worried Excited Coping

Year 1 Jigsaw Piece 4 removed.

### Year 2 Changing Me (ADAPTED PSHE - JIGSAW) Lessons

Topic	Learning objectives and learning outcome	Resources	Vocabulary
<b>Jigsaw Piece 1 - Life Cycles in Nature</b>	To recognise cycles of life in nature.  To understand there are some changes that are outside my control and to recognise how I feel about this	Pair cards Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: BBC Learning clip: 2250 An introduction to life cycles	Change Grow Life cycle Control Baby Adult and Fully grown

<p><b>Jigsaw Piece 2 - Growing from Young to Old</b></p>	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can identify people I respect who are older than me.</p>	<p>Jigsaw Chime 'Calm Me' script Jigsaw Song sheet: 'Changing as I grow' PowerPoint - young to old Book: 'My Grandpa is Amazing' by Nick Butterworth Leaf template</p>	<p>growing up, old, young, change. respect appearance, physical</p>
<p><b>Jigsaw Piece 3 - The Changing Me</b></p>	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old  I feel proud about becoming more independent</p>	<p>Book: 'Titch' by Pat Hutchins Timeline labels A box or bag of collected items to represent different stages of growing up Timeline template</p>	<p>Baby, Toddler, Child Teenager, Adult Independent, Timeline Freedom, Responsibilities</p>
<p><b>Jigsaw Piece 4 Boys' and Girls' Bodies</b></p>	<p>To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. To tell you what I like/don't like about being a boy/girl</p>	<p>Jigsaw Jo, Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Body parts cards (2 sets so you have duplicates of some cards) A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits Flip chart, Jigsaw Journals My Jigsaw Learning</p>	<p>Male, Female Vagina, Penis Testicles, Vulva Anus, Public, Private Nipples Breasts</p>
<p><b>Jigsaw Piece 5 - Assertiveness</b></p>	<p>I understand there are different types of touch and tell you which ones I like and don't like I am confident to say what I like and don't like and ask for help</p>	<p>Feely bag 1 (containing e.g. pebble, sandpaper, Playdoh, fur, velvet, pine cone, plastic dinosaur toy and any other suitable objects). Feely bag 2 (containing soft material like velvet, satin or silk) Teddy bear Poem: 'What About You?' Alternative book: 'Hug' by Jez Alborough</p>	<p>touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable and uncomfortable</p>
<p><b>Jigsaw Piece 6 - Looking Ahead</b></p>	<p>I can identify what I am looking forward to when I am in Year 3. I am beginning to start to think about changes I will make when I am in Year 3 and know how to go about this.</p>	<p>Jigsaw Chime, 'Calm Me' script, Two visiting Year 3 pupils, Card leaf templates, Jigsaw Song sheet: 'Changing as I grow' Jigsaw Journals</p>	<p>change, looking forward, excited, nervous, anxious and happy</p>

### Year 3 Changing Me (ADAPTED PSHE - JIGSAW) Lessons

Topic	Learning objectives and learning outcome	Resources	Vocabulary
<b>Jigsaw Piece 1 - How Babies Grow</b>	To understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals.	Jigsaw Chime 'Calm Me' script Baby/mother pair cards Book: 'My New Baby' by Anne Kubler Jigsaw Journals	Changes Birth Animals Babies Mother Growing up
<b>Jigsaw Piece 2 - Babies</b>	To understand how babies', grow and develop in the mother's uterus and understand what a baby needs to live and grow.  I can express how I might feel if I had a new baby in my family	Jigsaw Song sheet: 'Changing as I grow' Jigsaw Chime, 'Calm Me' script, Baby PowerPoint slide, Post-it notes, Flipchart paper, Book: 'My Baby Sister' by Emma Chichester Clark, Jigsaw Jino Magazines/catalogues showing things for babies, Jigsaw Journals	baby, grow, uterus, womb, nutrients, survive, love, affection, care
<b>Jigsaw Piece 4 from Year 2 unit. Boys' and Girls' Bodies</b>	To recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. To tell you what I like/don't like about being a boy/girl	Jigsaw Jo, Jigsaw Jerrie Cat Jigsaw Chime 'Calm Me' script Body parts cards (2 sets so you have duplicates of some cards) A bag or laundry-type basket containing a collection of girls' and boys' clothes including underwear and swim suits Flip chart, Jigsaw Journals My Jigsaw Learning	Male, Female Vagina, Penis Testicles, Vulva Anus, Public, Private
<b>Jigsaw Piece 5 - Family Stereotypes</b>	To begin to recognise stereotypical ideas I might have about people and families. To express how I feel when my ideas are challenged and be willing to change my ideas	Charades cards, Jigsaw Jin, Jigsaw Chime, 'Calm Me' script, Task card resource sheet, Flipchart paper OR plain pillow cases, Fabric pens/paints O99R marker pens/paint,	Stereotypes Task Roles Challenge

	sometimes	Jigsaw Journals	
<b>Jigsaw Piece 6 - Looking Ahead</b>	To identify what I am looking forward to when I am in Year 4. To begin to think about changes I will make when I am in Year 4 and know how to go about this.	Jigsaw Jino, Jigsaw Chime, 'Calm Me' script, Two visiting Year 4 pupils, Wooden batons, Different coloured ribbons/crepe paper strips, Jigsaw Song sheet: 'Changing as I grow' and Jigsaw Journals	Change, Looking forward, Excited, Nervous, Anxious, Happy

**Year 3 Jigsaw piece 3 and 4 removed.**

**Instead, year 3 will teach Year 2 Jigsaw Piece 4.**

### **Year 4 Changing Me (Adapted PSHE - JIGSAW) Lessons**

<b>Topic</b>	<b>Learning objectives and learning outcome</b>	<b>Resources</b>	<b>Vocabulary</b>
Jigsaw Piece 1 - Unique Me	To understand that some of my personal characteristics have come from my birth parents. To learn to appreciate that I am a truly unique human being	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Cat and kitten cards, Photo of teacher with parents, 'My Parents and Me', Puzzle templates and Jigsaw Journals	Personal Unique Characteristics Parents
Jigsaw Piece 4- Circles of Change	To know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me	Jigsaw Song sheet: 'Changing as I grow', Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Season tree pictures Book: 'Moving House' by Anna Civardi and Stephen Cartwright, Circle of Change diagram/template, Split pins,	Circle Seasons Change Control
Year 3 Jigsaw piece 3 Outside Body Changes <b>Needs to be adapted</b>	To understand that boys' and girls' bodies need to change so that when they grow up. To identify how boys' and girls' bodies change on the outside during this growing up process To recognise how I feel about these changes happening to me and know how to cope with those feelings	Jigsaw Chime, 'Calm Me' script, Outline figure of a body on large flipchart paper Set of Body Change cards, PowerPoint slides: Body Changes 'My Life, My Changes' sheet	Change Puberty Control
Year 4 Jigsaw piece	To describe how a girl's body changes during puberty and	'How do I feel about puberty?' cards Jigsaw	Puberty Menstruation

3 Girls and boys separate talks Puberty	that menstruation (having periods) is natural. I know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty <b>This will only be taught in year 4 as a separate sessions for girls and boys.</b>	Chime 'Calm Me' script A 'bag of tricks' - a mystery bag containing a collection of items relating to puberty and growing up, for a lucky dip activity	Periods
Jigsaw Piece 5 - Accepting Changes	To identify changes that have been and may continue to be outside of my control that I learnt to accept. To express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.	Emotions cards, Change Scenario cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song sheet: 'Changing as I grow', Season tree pictures and Jigsaw Journals	Range of emotions - see emotions card resource, Control, Change Acceptance, Positive
Jigsaw Piece 6 - Looking Ahead	To identify what I am looking forward to when I am in Year 5. To reflect on the changes I would like to make when I am in Year 5 and describe how to go about this	Jigsaw Jaz, Jigsaw Chime, 'Calm Me' script, Two visiting Year 5 pupils, Circle of Change template, Jigsaw Song sheet: 'Changing as I grow' and Jigsaw Journals.	Change, Looking forward, Excited, Nervous, Anxious, Happy, (See emotions cards from Piece 5)

**Year 4 Jigsaw piece 2 and 3 removed**

**Year 3 Jigsaw piece 3 needs to be taught in year 4.**

### **Year 5 Changing Me (Adapted PSHE - JIGSAW) Lessons**

Topic	Learning objectives and learning outcome	Resources	Vocabulary
Jigsaw piece 1 - Self-Image and Body Image	To be aware of my own self-image and how my body image fits into that.  I know how to develop my own self esteem.	Ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Self-image cards, Airbrushed image, PowerPoint slide, Self-image picture frame card template, Jigsaw Journals	Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation

<p>Jigsaw Piece 2</p> <p>Puberty for Girls</p> <p>Girls and boys will have separate single sex sessions for this session.</p>	<p>To learn how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>To understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p>	<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Menstruation Card Match, A range of sanitary products, The Great Growing up Adventure resource sheet, A pot of coloured liquid, Menstruation Worries cards - one for each working group, If available: some examples of published information leaflets about puberty, Jigsaw Jez's Private Post Box and Jigsaw Journals. PowerPoint slides of male and female bodies.</p>	<p>Puberty, Menstruation, Periods, Sanitary towels, Sanitary pads, Ovary, Vagina, Womb/Uterus</p>
<p>Jigsaw Piece 3</p> <p>Puberty for Boys</p> <p>Girls and boys will have separate single sex sessions for this session.</p>	<p>To describe how boys' and girls' bodies change during puberty.</p> <p>To express how I feel about the changes that will happen to me during puberty</p>	<p>Tennis ball, Jigsaw Chime, 'Calm Me' script, Puberty: Points of View statements, Agree and Disagree labels, Boys "n" Puberty Quiz - either single sheets or cut up into sets of cards, Materials as necessary to produce a colourful information leaflet, If available: some examples of published information leaflets about puberty and Jigsaw Journals.</p>	<p>Puberty, Sperm, Semen, Testicles/Testes, Wet dream, Larynx, Facial hair, Growth spurt, Hormones</p>
<p>Jigsaw piece 5 -</p> <p>Looking Ahead</p>	<p>To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>To be confident that I can cope with the changes that growing up will bring.</p>	<p>Jigsaw Song sheet: 'Changing as I grow', Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Birthday cake and candles, Flip chart paper, and Jigsaw Journals</p>	<p>Teenager, Milestone, Perceptions, Puberty, Responsibilities</p>
<p>Jigsaw piece 6-</p> <p>Looking Ahead to Year 6</p>	<p>To identify what I am looking forward to when I am in Year 6.</p> <p>To begin to think about changes I will make when I am in Year 6 and know how to go about this.</p>	<p>Six visiting Year 6 pupils, Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, Spinning top template, Circle of Change template, Jigsaw Journals and Pot of bubbles.</p>	<p>Change, Hope Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious</p>

**Year 5 Jigsaw piece 2/3 resources will be adapted slightly**

**Year 5 Jigsaw piece 4 removed.**

### Year 6 Changing Me (Adapted PSHE - JIGSAW) Lessons

Topic	Learning objectives and learning outcome	Resources	Vocabulary
Jigsaw Piece 1 - My Self-Image	To learn how to be aware of my own self-image and how my body image fits into that.  To know how to develop my own self-esteem.	Jigsaw Song sheet: 'Changing as I grow', Jigsaw Chime, 'Calm me' script, PowerPoint of airbrushed image, 'Real' self/'ideal' self-template, Highlighter pens, Jigsaw Journals, 3 bottles as props, Self-esteem smoothie label examples.	Self-image Self-esteem Real self Celebrity
Jigsaw Piece 2- Puberty  Girls and boys will have separate single sex sessions for this session.	To learn how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.  To express how I feel about the changes that will happen to me during puberty	Growing-Up Bingo cards, Jigsaw Chime, 'Calm Me' script, Puberty Flashcards, Puberty Truth or Myth cards, enough for each working group to have one complete set, Blank paper, Jigsaw Gem's Private Post Box, PowerPoint slides of male and female bodies	Opportunities, Freedoms, Responsibilities, Puberty vocabulary as represented on the flash cards
Jigsaw Piece 3. Babies: Conception to Birth  Parents may withdraw children from this session	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born  I can recognise how I feel when I reflect on the development and birth of a baby	Tennis ball, Jigsaw Chime, 'Calm Me' script, Jigsaw Gem, PowerPoint slides of a baby developing in the womb, a set of 'Baby Can...' cards, cut up and shuffled, Animations: Female and Male Reproductive Systems, From Conception to Birth resource sheet, Conception to Birth card sort template, Jigsaw Journals, My Jigsaw Journey, Jigsaw Jerrie Cat.	Pregnancy Embryo Foetus Placenta Umbilical cord Labour Contractions Cervix Midwife
Jigsaw Piece 5 - Real self and ideal	To be aware of the importance of a positive self-	Jigsaw Chime, 'Calm Me' script, Jigsaw Gem, Photo cards: Holding hands, Jigsaw	Self-esteem Negative body-talk

self	esteem and what I can do to develop it express how I feel about my self-image and know how to challenge negative 'body-talk'	Journals	Choice Feelings/emotions Challenge Mental health
Jigsaw Piece 6 - Transition to Secondary School	To identify what I am looking forward to and what worries me about the transition to secondary school. To learn how to prepare myself emotionally for starting secondary school.	Jigsaw Song sheet: 'Changing as I grow,' Jigsaw Jem, Jigsaw Chime, 'Calm Me' script, PowerPoint slide – Bungee run, Coloured card and pens, Pots of bubbles, Blank T-shirt, Fabric pens.	Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Hopes, Excitement

**Year 6 Jigsaw piece 4 removed**

For information

## ***Inspecting teaching of the protected characteristics***

307. From the start of the summer term 2021, how a school meets the expectations of the [DfE's statutory guidance on relationships education, relationships and sex education and health education](#) will contribute to the leadership and management judgement.

308. Inspectors will be sympathetic to schools that, as a result of the COVID-19 pandemic, have not been able to fully implement the new curriculum, provided that they:

- have had regard to the statutory guidance
- have a good rationale for prioritising what they have implemented
- have clear and effective plans to address any gaps before the end of the 2021 to 2022 academic year

309. If a primary school does not teach about LGBT relationships, this will not have an impact on the leadership and management judgement as long as the school can satisfy inspectors that it has still fulfilled the requirements of the DfE's statutory guidance. If it cannot do this, for example if it has failed to consult with parents, inspectors will consider this when making the leadership and management judgement. The school will not ordinarily receive a judgement for this better than requires improvement.

310. If a secondary school does not teach about LGBT relationships, it will not be meeting the expectations of the DfE's statutory guidance. Inspectors will consider this when making the leadership and management judgement. The school will not ordinarily receive a judgement for this better than requires improvement.

311. See '[Inspecting teaching of the protected characteristics](#)' for further guidance.

### *Sources of evidence specific to leadership and management*

312. Evidence used to evaluate the impact of leaders' work, both currently and over time, includes, but is not limited to:

- meetings with leaders, including MAT senior staff if appropriate, to discuss how well they know the school and the quality of education that it provides for pupils
- meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding
- documentary evidence provided by the school that demonstrates the effectiveness of the school's provision
- interviews with staff and pupils to evidence how well leaders have created a positive culture
- first-hand evidence gathered during the course of inspection

- responses to the staff and pupil questionnaires and Ofsted Parent View; these will be particularly useful for judging the culture that has been established in the school by leaders and managers
- any evidence the school has from regularly surveying its staff and the way in which leaders and managers have responded to concerns raised by staff or parents, for example about how senior leaders support teachers to tackle low-level disruptive behaviour
- if there are unusual patterns of pupil movement, discussions with school leaders, the local authority and (where appropriate) the MAT about those movements

313. Inspectors will always report on the school's activity to gather the views of staff, whether through the school's internal procedures or through it using the Ofsted questionnaire. They will do this in the 'Information about this inspection' section.