



**Relationships Education, Health Education and Sex Education Policy (RSHE)**

DATE REVIEWED/UPDATED	March 2021
NEXT REVIEW DUE	

MERSHAM PRIMARY SCHOOL Relationships Education, Health Education and Sex Education Policy  
(RSHE)

**1) Rationale and ethos**

This policy sets out our school's approach to statutory Relationships Education, Health Education and non-statutory Sex Education. It was produced through consultation with parents, staff and governors.

At Mersham Primary School, we aim to educate and support children in the development of self-confidence and relationships, enabling pupils to participate harmoniously in the wider community. The teaching of Relationships, Health and Sex education is an important aspect of our pupils' education, enabling them to make informed choices throughout their development.

The aim of Relationships, Health and Sex education is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship, Health and Sex Education are;

- to provide the knowledge and information to which all pupils are entitled
- to clarify/reinforce existing knowledge
- to raise pupils' self-esteem and confidence, especially in their relationships with others
- to help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- to provide the confidence to be participating members of society and to value themselves and others
- to help gain access to information and support
- to develop skills for a healthier safer lifestyle
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- to respect and care for their bodies
- to be prepared for puberty and adulthood
- to help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives

At Mersham Primary school we teach the content set out in the Statutory Guidance for Relationships and Health Education (Primary) in all year groups from Year 1 to Year 6. Some aspects of the content are taught in specific lessons, and others are taught and modelled through our expectations of behaviour towards each other, our overarching school values, or through events such as assemblies or visiting speakers.

We also teach some selected aspects of non-statutory sex education during Term 6 and these are set out in the appropriate section in this policy below. Sex education is defined as sex education which goes beyond what is set out in the Statutory Guidance for Relationships Education and Health Education, and which is not included under Key Stage 2 National Curriculum Science.

This Policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.

Relationships and Health Education may overlap in content terms with the School's work with pupils on the promotion of Fundamental British Values (tolerance and respect for others, the rule of law, democracy and individual liberty), Religious Education and Citizenship.

## **2) Roles and Responsibilities**

Relationships, Health and Sex Education (RSHE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSHE programme will be led by the PSHE lead teacher with the support of the Senior Leadership Team.

PSHE lessons are taught by class teachers, supported by external visitors as appropriate and necessary. Teaching staff will receive training in the delivery of the RSHE curriculum led by the PSHE Lead Teacher with the support of external experts as required. As a school, we recognise the need to work with parents and carers to ensure a shared understanding of RSHE and to deliver an effective programme that meets the needs of our pupils.

## **3) Legislation (statutory regulations and guidance)**

We are required to teach relationships and health education as part of our curriculum. The Statutory Guidance for Relationships, Sex and Health Education may be found at [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's Safeguarding Policy which can be found on the school website.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)

## **4) Our school community and the organisation of Relationships Education, Health Education and Sex Education.**

Our Relationships, Health and Sex programme will reflect the values of the school and our commitment to delivering opportunities to learn through cross curricular lessons. Children will be given the opportunity to address issues through assemblies, science lessons and discrete PSHE sessions. Lessons may be delivered by classroom teachers, teaching assistants, and if appropriate, outside visitors such as the school nurse.

Assessment in RSHE will be used to support teachers in identifying the knowledge and skills that pupils have retained and need to re-visit. Assessment can be used to provide teachers with a 'baseline' at the start of each topic to identify pupils' knowledge before the teaching begins. The outline curriculum plan in this Policy informs stakeholders, including parents, of the subject matter covered. There will be no further reporting to parents on individual pupils' performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

## RSHE Curriculum

### Relationships Education Curriculum

The content set out for teaching in Relationships Education is delivered in the following year groups.

Year 1	<p><b>Families and people who care for me:</b></p> <ul style="list-style-type: none"> <li>• what family means</li> </ul> <p><b>Respectful Relationships/ Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• similarities and differences with others</li> <li>• looking after others and the environment</li> <li>• how kind and unkind behaviour can affect others</li> </ul> <p><b>Being Safe/Online Relationships</b></p> <ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe</li> <li>• how to seek and ask for help</li> </ul>
Year 2	<p><b>Caring Friendships/ Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• what it means to be a friend</li> <li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>• why bullying and deliberately excluding others is unacceptable, how to report bullying or other hurtful behaviour, including online, to a trusted adult</li> </ul> <p><b>Being Safe/Online Relationships</b></p> <ul style="list-style-type: none"> <li>• how rules and restrictions help them to keep safe</li> <li>• how to identify risky and potentially unsafe situations</li> <li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>• how not everything they see online is true or trustworthy</li> <li>• how to tell a trusted adult if they are worried for themselves or others</li> </ul>
Year 3	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• how families differ from each other</li> <li>• common features of positive family life, how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul> <p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• how to build good friendships, how to manage difficulties and ask for support</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• how they belong to different groups and communities, what is meant by a diverse community, how to be respectful towards people who may live differently to them</li> </ul> <p><b>Online Relationships/ Being Safe</b></p> <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable</li> </ul>

Year 4	<p><b>Respectful Relationships/ Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept or not agreed to and when to tell</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• how to respond to aggressive or inappropriate behaviour – how to report concerns</li> </ul> <p><b>Online Relationships/ Being Safe</b></p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations</li> <li>• how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people’s online actions can impact on other people</li> <li>• how to keep safe online, how to report concerns</li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>
Year 5	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people</li> <li>• that there are a range of factors that contribute to a person’s identity</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others, how to challenge stereotypes and assumptions about others</li> </ul> <p><b>Online Relationships/Being Safe/ Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>
Year 6	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul> <p><b>Caring Friendships</b></p> <ul style="list-style-type: none"> <li>• how friendships may change as they grow and how to manage this</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• what are human rights</li> </ul> <p><b>Online Relationships/ Being Safe</b></p> <ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing</li> <li>• that not everything should be shared online or social media and that there are rules about this</li> <li>• how to respond to and if necessary, report information viewed online</li> </ul>

## Health Education Curriculum

The content set out for teaching in Health Education is delivered in the following year groups.

Year 1	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• naming feelings, managing feelings, the difference between right and wrong</li> <li>• how to manage change when moving to a new class/year group</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• personal hygiene</li> </ul> <p><b>Internet Safety and harms</b></p> <ul style="list-style-type: none"> <li>• online safety (linked with computing curriculum)</li> </ul>
Year 2	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• identifying feelings, managing feelings, seeking help, how feelings can affect behaviour</li> </ul> <p><b>Internet Safety and harms</b></p> <ul style="list-style-type: none"> <li>• online safety (linked with computing curriculum)</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• what makes a healthy lifestyle</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• healthy diet and impacts</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• sun safety</li> </ul>
Year 3	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• describe how feelings are felt in our bodies, associate feelings with different experiences, use a scale of intensity, managing feelings</li> </ul> <p><b>Internet Safety and harms</b></p> <ul style="list-style-type: none"> <li>• online safety (linked with computing curriculum)</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• impact of exercise</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• importance of sleep</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• making an emergency call</li> <li>• concepts of basic first aid: bites and stings</li> </ul>
Year 4	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• how feelings and emotions are part of wellbeing and can influence actions</li> <li>• managing feelings in different situations</li> </ul> <p><b>Internet Safety and harms</b></p> <ul style="list-style-type: none"> <li>• online safety (linked with computing curriculum)</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• healthy diet and impacts</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• dental Health</li> <li>• healthy diet</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• emergency calls</li> <li>• concepts of basic first-aid: asthma</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• puberty and menstrual wellbeing</li> <li>• growing and changing</li> <li>• puberty changes and reproduction</li> </ul>

Year 5	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• wider range of emotions, experiencing multiple emotions, identifying strengths, growth mind-set</li> </ul> <p><b>Internet Safety and harms</b></p> <ul style="list-style-type: none"> <li>• online safety (linked with computing curriculum)</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• impact and risks of drugs</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• emergency calls</li> <li>• concepts of basic first-aid: bleeding</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• puberty and menstrual wellbeing</li> <li>• talking about puberty</li> <li>• male and female changes</li> <li>• puberty and changes</li> </ul>
Year 6	<p><b>Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>• intensity of emotions, personal aspirations, strategies for wellbeing</li> </ul> <p><b>Internet Safety and harms</b></p> <ul style="list-style-type: none"> <li>• online safety (linked with computing curriculum)</li> <li>• identify the risks involved in gambling related activities</li> <li>• reflect on how the media can impact someone’s wellbeing</li> <li>• evaluate how reliable different types of online content are</li> </ul> <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• benefits of an active lifestyle</li> </ul> <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• impact and risks of drugs</li> </ul> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• recognising early signs of illness</li> <li>• allergies, immunisation and vaccination</li> </ul> <p><b>Basic First Aid</b></p> <ul style="list-style-type: none"> <li>• emergency calls</li> <li>• concepts of basic first-aid: choking, burns and scalded, recap of previous year’s learning</li> </ul> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• puberty and menstrual wellbeing</li> <li>• puberty and reproduction</li> </ul>

### Sex education content (RSE)

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required.

In addition to the statutory Relationships Education, Health Education guidance or the Science National Curriculum, we will provide some non-statutory sex education, including covering how human reproduction and conception occurs. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from any additional non-statutory sex education content – please see the relevant section within this policy in regard to this process.

We will use the Christopher Winter Programme resources in order to deliver a comprehensive, spiralling curriculum of relationships and sex education.

The following topics from the Christopher Winter Programme are planned for teaching during Term 6:

Year 1	<ul style="list-style-type: none"> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>about the process of growing from young to old and how people's needs change</li> </ul> <p>Key words: clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina.</p>
Year 2	<ul style="list-style-type: none"> <li>to introduce the concept of male and female and gender stereotypes</li> <li>to identify differences between males and female animals</li> <li>to explore some of the differences between males and females and to understand how this is part of the lifecycle</li> <li>to focus on sexual difference and name body parts (the words penis, vagina, nipples and testicles will be used)</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>to explore the differences between males and females and to name the body parts using agreed scientific words (as per previous years)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>to explore how puberty is linked to reproduction- understand that children change into adults so that they are able to reproduce</li> <li>to explore the human lifecycle- looking at how babies grow into children, and children into adults. Think about what the person is able to do at each stage of their lifecycle</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>to explore how puberty is linked to reproduction</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>to consider puberty and reproduction</li> <li>to consider physical &amp; emotional behaviour in relationships</li> <li>to explore the process of conception and pregnancy: describe the decisions that have to be made before having a baby, know some basic facts about pregnancy and conception</li> </ul>

## 5) Safe and Effective practice

### Delivery

RSHE is delivered predominantly by class teachers or an HLTA in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

### Visiting speakers

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The School will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The school reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the School's ethos or approach.

## **Teaching and Learning Strategies**

We aim to provide a safe environment for RSHE where pupils feel able to confidently ask questions and discuss issues. To help achieve this, at the beginning of each session or unit, a set of ground rules will be agreed by the class based on a school-wide template.

## **Managing Difficult Questions**

During both formal and informal PSHE/RSHE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer.

Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class.
- Clarify that personal questions should not be asked.
- Clarify that pupils should not give out personal information in class but speak to a trusted adult after the lesson.

In some lessons, pupils will be able to raise questions using an anonymous question box. This may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSHE policy), teachers will liaise with individual parents about how best to address the issue raised. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective. Children may also be signposted back to parents/carers to discuss a matter further. We will also encourage parents to talk with the school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **6) Safeguarding**

### **Child Protection and Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. The staff member will inform the designated safeguarding lead and in their absence, the deputy safeguard lead. The welfare of our pupils is always central to our policy and practice and pupils need to be made aware that they cannot be promised complete confidentiality if we, as professionals, feel that there is a child protection issue.

## **7) Inclusivity**

### **Special educational needs and learning differences**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSHE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences.

### **Equalities and diversity**

We aim to value and celebrate religious, ethnic and cultural diversity as part of our British Values and school value of respect. Alongside teaching pupils their responsibilities, rights and freedoms under British law, the School will also respectfully explain the perspectives on key issues of the main religious traditions represented both in the school and in wider society. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of Britain today and encourage a sense of inclusiveness. The personal beliefs and attitudes of staff delivering RSHE will not influence the teaching of the subject in school.

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

It is our objective that Relationships Education helps to promote awareness of diversity and respect, and that the subject should feel relevant to all pupils regardless of their identity or family circumstances. From Reception, children are taught to understand that all families are different and can have different structures.

To this end, LGBT relationships are specifically referenced at various points in the Relationships Education curriculum from Year 3 onwards, in the following ways:

- Year 3 onwards: pupils are made aware that some families may have single parents or LGBT parents, and children in these families are equally entitled to respect.
- Year 4 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong.
- Year 6: that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives.

We will use a range of teaching materials and resources that reflect the diversity of different families. We do not use RSHE as a means of promoting any form of sexual orientation.

## **8) Liaison with Parents and Carers /parental right of withdrawal**

We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. We will have information on relationships and sex education within the PSHE Progression of Skills document on our website and further information is available on request.

## **Withdrawal from sex education**

Parents may elect to withdraw their child from sex education. This right applies only to aspects of sex education which are not set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught and will provide opportunities for parents to view the videos and resources being used.

Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the head teacher, who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons.

### **9) Monitoring & review, policy into practice**

Our aim is to provide RSHE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSHE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required. Teachers will continually reflect on the effectiveness of our RSHE provision.

This policy was approved by the Governing Body on: (Currently in consultation)

This policy will be monitored and reviewed on: (Currently in consultation)

### **10) Links to other Policies**

This policy is linked with the following policies:

PSHE

Equal Opportunities

Child Protection

Confidentiality

Behaviour

RE

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014:  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:  
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### **Cyberbullying**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

### **LGBT**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

### **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

## Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
  - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
  - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
  - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act
  - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
  - Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#), for further detail as well as the guidance for schools, [Sector Equality Duty Guidance for Schools in England](#) (2014)

[Public](#)