



New Barn School

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

ACADEMIC YEAR 2021 - 2022

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

POLICY FOLDER: NEW BARN SCHOOL

| CONTENTS | Page |
|--|------------------------------|
| 1.0 STATUTORY REQUIREMENTS..... | 2 |
| 2.0 RELATIONSHIPS EDUCATION DEFINITION..... | 3 |
| 3.0 RELATIONSHIPS EDUCATION CURRIUCULUM..... | 3 |
| 4.0 DEFINING SEX EDUCATION | 10 |
| 5.0 ANSWERING CHILDREN’S QUESTIONS | 11 |
| 6.0 RIGHT TO WITHDRAW YOUR CHILD | 12 |
| 7.0 SAFEGUARDING CHILDREN | ERROR! BOOKMARK NOT DEFINED. |

1.0 STATUTORY REQUIREMENTS

At New Barn School, we recognise that we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary and secondary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience and to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broad based curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. As a result, RSE needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a school we are aware we need to be mindful of and respectful to a variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive, it is equally essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. This must include clear, impartial, scientific and factual information on matters such as: naming their body parts, puberty, menstruation, the variety of family structures, gender identity, and gender equality. Furthermore, all teaching should reflect the law as it applies to relationships, marriage, adoption and care.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or the subjective personal beliefs of those who teach them.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

2.0 RELATIONSHIPS EDUCATION DEFINITION

We define Relationships Education as teaching that will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. It is designed to promote healthy lifestyles, build self-esteem and to explore personal identity.

We believe “the children come first,” and we strive for excellence in all that we do, to provide the most comprehensive education possible. We believe that children are entitled to the best life opportunities and our RSE curriculum plays an important part in this.

3.0 RELATIONSHIPS EDUCATION CURRICULUM

KEY STAGE 1 AND 2

- Children are be taught what a relationship is, what friendship is, what family means and who can support them. We will cover how to treat each other with kindness, consideration and respect and the children’s understanding of this will develop in an age-appropriate way.
- Relationship Education is about helping children understand and make sense of the world they are growing up in; recognising the differences and similarities between their peers and their families; understanding the fact every human being is unique and has the right to be respected; knowing that there are many different family structures; and knowing that all children have the right to feel safe.
- Comprehensive relationship education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching and to realise that their body is fantastic and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries, in that no one has the right to touch you in a way you don’t like and also the difference between public and private behaviours.
- It is important for children to know the names and functions of their body and to be reassured it is natural to be curious about them. Indeed, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.
- In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Health Education Guidance.

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY
POLICY FOLDER: NEW BARN SCHOOL

By the end of key stage 2, pupils will have been taught the following curriculum content:

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| <p>Families and people who care for me</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability; • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives; • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care; • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up; • that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong; • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| <p>Caring friendships</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends; • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties; • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded; • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right; • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| <p>Respectful relationships</p> | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs; • practical steps they can take in a range of different contexts to improve or support respectful relationships; |

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY
POLICY FOLDER: NEW BARN SCHOOL

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| | <ul style="list-style-type: none"> • the conventions of courtesy and manners; • 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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 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 | <p>Pupils should know</p> <ul style="list-style-type: none"> • 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; |

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY
POLICY FOLDER: NEW BARN SCHOOL

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| | <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others, and to keep trying until they are heard; • how to report concerns or abuse, and the vocabulary and confidence needed to do so; • where to get advice e.g. family, school and/or other sources. |
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Health Education

By the end of Key stage 2, pupils will have been taught:

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| Mental wellbeing | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health; • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations; • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings; • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support; • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online); <ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits; |

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY
POLICY FOLDER: NEW BARN SCHOOL

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| | <ul style="list-style-type: none"> • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing; • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private; • why social media, some computer games and online gaming, for example, are age restricted; • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health; • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted; <ul style="list-style-type: none"> • where and how to report concerns and get support with issues online. |
| Physical health and fitness | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise; • the risks associated with an inactive lifestyle (including obesity); <ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content); • the principles of planning and preparing a range of healthy meals; <ul style="list-style-type: none"> • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body; • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer; • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. |

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

POLICY FOLDER: NEW BARN SCHOOL

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| | <ul style="list-style-type: none"> • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist; • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing; <ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. |
| Basic first aid | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary; <ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes; <ul style="list-style-type: none"> • about menstrual wellbeing including the key facts about the menstrual cycle. |

KEY STAGE 3, 4 and 5

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| Families | <p>Pupils should know:</p> <ul style="list-style-type: none"> • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage and civil partnerships are, including their legal status e.g. that marriage and civil partnerships carry legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to the raising of children. • how to: determine whether peers, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationships is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. |
| Respectful relationships, including friendships | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the characteristics of positive and healthy friendships (both on and offline) including: trust, respect, honesty, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with |

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

POLICY FOLDER: NEW BARN SCHOOL

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| | <p>respect by others, and that in turn they should show due tolerance and respect to others and others' beliefs, including people in positions of authority.</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. |
| Online Media | <p>Pupils should know:</p> <ul style="list-style-type: none"> • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply online and offline. • about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. • not to provide material to others that they would not want shared further and not to share personal material which is sent to them. • what to do and where to get support to report material or manage issues online. • the impact of viewing harmful content. • that specifically sexually explicit material often presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. • that sharing and viewing indecent images of children (including those created by children) is against the law. • how information and data is generated, collected, shared and used online. |
| Being safe | <p>Pupils should know:</p> <ul style="list-style-type: none"> • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment and domestic abuse and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (on and offline). |
| Intimate and sexual relationships including sexual health | <p>Pupils should know:</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. |

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| | <ul style="list-style-type: none"> • the facts about the full range of contraceptive choices and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • how prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. |
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Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. The important lessons that parents and carers teach their children about healthy relationships, looking after themselves and staying safe are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons parents and carers teach their children as they grow up. Some of the objectives are also covered in PE and science lessons

Schools are required to ensure their teaching is age-appropriate and sensitive to the background of their pupils. Parents/carers will be informed in advance of sex education teaching and offered the opportunity to discuss content with the teacher.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

New Barn School used trained professionals to lead SRE sessions who are sensitive to the fact that in every classroom, there will be many young people who have experienced significant adverse, traumatising experiences. Our practice is sensitive to the effects of trauma, and we promote a relational space where students are most likely to feel safe, grounded and in control. Their programmes are informed by the research and evidence base in developing practices, knowledge and understanding of what makes high quality RSE.

4.0 DEFINING SEX EDUCATION

In addition to the statutory content of the RSE guidance, we have chosen to teach some aspects of sex education to meet the needs of our pupils. To help our pupils to understand their ongoing emotional and physical development, particularly when preparing for the transition to secondary education, we follow this recommendation from the Department for Education:

“All primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that

adolescence brings and - drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019)

Our graduated, age-appropriate programme of sex education delivers factual, reliable learning to our pupils in a world where ‘information’ can easily be searched for but cannot always be trusted. Whilst delivering this content, our approach acknowledges and is sensitive to the range of religious backgrounds and world views of our pupils and families. We also recognise the significance of factors such as special education needs, disabilities and past experiences of our pupils. It is important that all of our pupils are prepared to make safe, well-informed and healthy choices as they progress through life.

When delivering sex education, the following ground rules will be in place to safeguard both the children and the adults. These will be clearly explained to pupils at the beginning of the lesson.

1. **The information in this lesson is factual and can be trusted.**
All learning is objective and is not affected by the views of the adults delivering the lesson.
2. **There is no such thing as a stupid question.**
All questions will be respected and valued. The adult may choose to answer the question at the time or later, to the whole group or with the individual; they will use their professional judgement to decide what is appropriate.
3. **Nobody will be made to participate.**
Pupils will only be called on to ask or answer questions if they have volunteered to do so. There will be opportunities to ask questions both publicly and anonymously.
4. **The adults will not ask or answer personal questions.**
The learning in our sex education lessons is general and factual. It does not include anyone’s personal experiences as these are private.
5. **If you feel worried about something that you learn, let an adult know.**
It is important that a child tells an adult if something in a sex education lesson has made them feel worried or unsure. They may choose to share their worries during or after the lesson, with adults at school or at home. There will always be more than one adult present during a sex education lesson so that, if a pupil wishes to share their worries at the time, they may do this quietly and privately. The adult will use their professional judgement to decide whether the pupil needs a break from the lesson.

5.0 ANSWERING CHILDREN’S QUESTIONS

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smart phone. In the age of information, where children in primary have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.

Staff are experienced professionals with a good understanding of how to deal with children’s questions age appropriately. This will be done consistently across the school as follows:

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| Date First Issued | September 2018 | Next Review Date | At least annually |

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults;
- if a question is relevant and appropriate for the whole class, we will answer it to the whole group;
- however, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others;
- if a child asks a question that is not necessarily suitable for the entire class, we will respond by saying: "that is a fantastic question, and I will come and talk to you and answer your question in a minute when everyone else has started work."
or "Let me have a think about it and once I know the best way to explain it clearly, I will come back to you."
This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management;
- if a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.

Teachers and professionals will answer questions, openly, honestly, scientifically and factually, without relying on their own personal beliefs. Teachers and professionals will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

6.0 RIGHT TO WITHDRAW YOUR CHILD

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

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

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

You will be informed in advance about when your child is going to be taught sex education. If you do decide to withdraw your child, they should inform the head teacher by putting the request in writing and arrange a meeting/telephone conversation to discuss. The school will find other provision for your child to engage in during the lesson. Currently, head teachers must comply with requests to withdraw from any non-statutory lessons in the programme.

7.0 SAFEGUARDING CHILDREN

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY

POLICY FOLDER: NEW BARN SCHOOL

All members of staff have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern. It is our practice to review safeguarding procedures in team meetings before either programmes are delivered. Furthermore, if relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.