

BANKSIDE PRIMARY LIVING AND GROWING EDUCATION POLICY

Version 1.1

Bankside Primary School Living and Growing Policy

Date of policy: February 2018

Review date: February 2020

Bankside Primary School takes its responsibility to provide relevant, effective and responsible SRE to all of its pupils as part of the school's personal, social, health education (PSHE) curriculum very seriously. The school wants parents/carers and pupils to feel assured that Living and growing will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the curriculum provision.

1. Context

High quality living and growing helps create a safe school community in which our pupils can grow, learn and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Older pupils frequently say that sex and relationships education was 'too little, too late and too biological'. Ofsted reinforced this in their 2013 Not Yet Good Enough report.
- Living and growing plays a vital part in meeting the schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' emotional wellbeing, and improving their ability to achieve in school and under the Education Act (1996) to prepare children for the challenges, opportunities and responsibilities of adult life. A comprehensive LIVING AND GROWING programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.

The Department of Health set out its ambition for all children to receive high quality sex and relationships education in the Sexual Health Improvement Framework (2013), while the Department for Education's paper, *The Importance of Teaching* (2010) highlighted that 'Children need high quality sex and relationships education so they can make wise and informed choices'. **National Curriculum**

Sex Relationship Education (Living and growing) plays an important part in fulfilling the statutory duties the school has to meet. As section 2.1 of the National Curriculum framework (DfE, 2013) states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

These duties are set out in the 2002 Education Act and the 2010 Academies Act. Whole school (Section 5) Ofsted inspections consider the extent to which a school provides such a curriculum.

The government has made it clear that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. (National Curriculum in England, DfE, 2013) and that 'Sex Relationship Education is an important part of PSHE education' (Guidance – PSHE education, DfE, 2013).

2. Development process

We are committed to the ongoing development of living and growing in our school. We will use the following indicators to monitor and evaluate our progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service
- the content of the living and growing curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey
- children are receiving an entitlement curriculum in line with national and local guidance
- there are clearly identified learning objectives for the curriculum activities and pupils' learning is assessed using both formative and summative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our curriculum , for example, through parent/carer information sessions
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community

This policy was drafted by Kauser Jan (Assistant Head Teacher and PSHE Lead)] in consultation with Cathie Ashton (School Nurse) Parents/carers were consulted through Parents Council teaching and non-teaching staff were consulted through staff meetings and pupils were consulted through schools council. Governors were consulted through Governor Meetings. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Kauser Jan It will be reviewed briefly annually and in full every [2 – 3 years].

3. Location and dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A

copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. Definition

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

SRE Guidance DfEE 2000

5. Relationship to other policies

This policy links to:

Anti-bullying

- Assessment, Recording and Reporting
- Attendance (in particular in relation to FGM)
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Drug Education
- Equal Opportunities
- E-safety/IT
- First Aid
- Health & Safety
- Monitoring and Evaluation
- Pastoral
- Race Related Incidents
- Science
- SEN/Inclusion
- Teaching and Learning
- Visitors in School

6. Overall school aims for LIVING AND GROWING

Our approach to living and growing consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of a Healthy School where the health and wellbeing of pupils and the whole school community are actively promoted. Our programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. It helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

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

Attitudes and values:

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

- develop critical thinking as part of decision-making

Personal and social skills:

- learn to manage emotions and relationships confidently and sensitively
- develop self-respect and empathy for others
- learn to make choices based on an understanding of difference and with an absence of prejudice
- develop an appreciation of the consequences of choices made
- manage conflict
- learn how to recognise and avoid exploitation and abuse

Knowledge and understanding:

- learn and understand physical development at appropriate stages
- understand human sexuality, reproduction, sexual health, emotions and relationships
- learn about contraception and the range of local and national sexual health advice, contraception and support services
- learn the reasons for delaying sexual activity, and the benefits to be gained from such delay, including the avoidance of unplanned pregnancy

Sex Relationship Guidance DfEE 2000

In addition to this, we also aim to:

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

The aim of living and growing is **NOT** to:

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

7. The wider context of living and growing

The school's programme will:

- be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life
- be an entitlement for all pupils, including those with additional learning and language needs
- be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness
- recognise that family is a broad concept; not just one model, e.g. nuclear family

- encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity
- ensure pupils are aware of different approaches to sexual orientation, without promotion of any particular family structure
- recognise that parents/carers are the key people in teaching their children about relationships, sex and growing up
- work in partnership with parents/carers and pupils, consulting them about the content of programme
- work in partnership with other health professionals and the wider community

Living and growing contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic, biphobic, transphobic (HBT) prejudice, bullying and violence
- an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

8. The policy applies to all stakeholders including :

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school
- Religious leaders/faith groups

9. Language

Pupils will be taught the anatomical terms for body parts. Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice will be established in Living and growing but will have benefits for the whole school community, both in and out of lessons; it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013) – we always challenge it. The casual use of homophobic, biphobic and transphobic language in school will be challenged and pupils will be made aware that using the word 'gay' to mean something is rubbish is wrong and will not be tolerated. All staff are to be trained September 2017 by Rosemary Ellingham - LGB&T schools Delivery Worker. Staff will have training on how to tackle aspects of HBO language and actions.

As a result, pupils will hear references to different kinds of relationships as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

10. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in lessons as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for living and growing. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions *[for example, 'I can only answer question on the content of this lesson' or 'That is something that may be covered later on' or 'I can't answer that question, but you could ask your parents/carers'] I need to think about that – I will come back to you...*

Ground rules are essential when discussing sensitive subject matters. Staff will establish clear parameters about what is appropriate and inappropriate in a whole-class setting by for example:

- staff will set the tone by speaking in a matter-of-fact way
- pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box or ask-it basket
- staff will have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- if a verbal question is too personal, staff will remind the pupils of the ground rules
- if a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, staff will acknowledge it and promise to attend to it later on an individual basis
- staff will not provide more information than is appropriate to the age of the pupil
- if staff are concerned that a pupil is at risk of abuse, the designated teacher will be informed and the usual child protection procedures followed

11. Key responsibilities for Living and growing

i) All staff

All staff will:

- ensure that they are up to date with school policy and curriculum requirements regarding living and growing
- attend and engage in professional development training around provision, including individual and whole staff training/inset, where appropriate
- attend staff meetings to be introduced to any new areas of work and review the effectiveness of the approaches used

- report back to the PSHE Coordinator on any areas that they feel are not covered or inadequately provided for in the school's provision
- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced living and growing in school
- tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs, culture and sexual orientations, including those pupils with special educational needs
- ask for support in this from the school SEND coordinator or the PSHE Coordinator, should they need it

ii) Lead member/s of staff

The lead member/s of staff is/are entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to health and wellbeing.

| Specific responsibilities | Who – role? <i>E.g. PSHE lead, head teacher, CP designated teacher</i> |
|--|--|
| Co-ordinating curriculum provision, ensuring a spiral curriculum | Kauser Jan (AHT) & Cathy Ashton (Nurse) |
| Accessing and co-ordinating training and support for staff | Kauser Jan (AHT) & Cathy Ashton (Nurse) |
| Establishing and maintaining links with external agencies/other health professionals | Kauser Jan (AHT) & Cathy Ashton (Nurse) |
| Policy development and review, including consultation and dissemination | Kauser Jan (AHT) & Cathy Ashton (Nurse) |
| Implementation of the policy; monitoring and assessing its effectiveness in practice | Kauser Jan (AHT) & Cathy Ashton (Nurse) |
| Managing child protection/safe guarding issues | Sarah Ruddy (HT) Hannah Danby (AHT) Kauser Jan (AHT) & Simone Walton (AHT) |
| Establishing and maintaining links with parents/carers | Kauser Jan (AHT) & Cathy Ashton (Nurse) |
| Liaising with link schools to ensure a smooth transition | Kauser Jan (AHT) , Rose Thompson & Cathy Ashton (Nurse) |
| Liaising with the media | Sarah Ruddy & Kauser Jan |

The lead member/s of staff will:

- develop the school policy and review it every three years or earlier if there are changes
- ensure all members of the governing body will be offered appropriate training
- ensure that all staff are given support and where needed ongoing training on issues relating as well as how to deliver lessons on such issues
- ensure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to living and growing
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of lessons to pupils

- ensure that the lessons are age and need appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- ensure that the knowledge and information regarding living and growing to which all pupils are entitled is provided in a comprehensive way
- support parent/carer involvement in the development of the curriculum

iii) Governors

The governing body as a whole plays an active role in monitoring, developing and reviewing the policy and its implementation in school. There is a named link governor for Living and Growing who works closely with, and in support of, the lead member/s of staff. When aspects of the curriculum appear in the School Improvement Plan, a governor will be assigned to reflect on, monitor and review the work as appropriate.

iv) Pupils

All pupils:

- are expected to attend the statutory National Curriculum Science elements of the living and growing curriculum
- should support one another with issues that arise
- will listen in class, be considerate of other people's feelings and beliefs and comply with the ground rules that are set in class
- will be made to feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to living and growing or otherwise
- will be asked for feedback on the school's living and growing provision and be expected to take this responsibility seriously; opinions on provision and comments will be reviewed by the lead member/s of staff and take into consideration when the curriculum is prepared for the following year's pupils

v) Parents/carers

The school will:

- keep parents/carers informed about all aspects of the living and growing curriculum, including when it is going to be delivered
- gather parent /carers' views on the policy and take these into account when it is being reviewed eg through Parents Council.
- expect parents/carers to share the responsibility of LIVING AND GROWING and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through living and growing
- provide support and encourage parents/carers to seek additional support in this from the school where they feel it is needed

The right to withdraw

Parents/carers cannot withdraw their child from the statutory content included in National Curriculum Science. Parents/carers have a legal right to withdraw their children from the non-statutory elements of living and growing. Any parent/carer wishing to withdraw their child from living and growing should firstly contact Ms Jan to discuss the reasons why.

Living and growing is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life. It is acknowledged however that the final decision

on the issue is for the parents/carers to take and the child and family should not be stigmatised for the decision.

The school provides information about the curriculum to parents/carers who do withdraw their children. Support materials for home use will also be provided. Parents/carers who do withdraw their children will be alerted to the possible consequences of doing so during the discussion between the school and the parents/carers. Possible consequences could include Parents/carers must stipulate how their child will receive this content.

vi) The School Nurse

- introduce herself in person to all pupils, at the beginning of the living and growing lessons
- supporting teachers with suitable vocabulary and resources
- working alongside the PSHE lead to plan, deliver and review the content of puberty/reproduction education
- informing curriculum planning by feeding back (anonymously) the common questions and concerns raised by pupils in one-to-one conversations with the school nurse

12. Staff Support & CPD

Staff, including non-teaching staff, CPD needs are identified and met through the following ways:

- training and support is organised by *Kauser Jan and Cathie Ashton*
- all members of the teaching and non-teaching staff will be offered generic Living and growing training which includes sessions on
- teaching and non-teaching staff involved in the delivery of issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues and potentially difficult questions
- the Health and Wellbeing Service will support in meeting staff CPD needs through

13. Living and Growing Provision

i) Statutory aspects of Sex Education within the National Curriculum Science

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

National Curriculum Science:

Key Stage 1:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of hygiene

Key Stage 2:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age

ii) Additional intended learning outcomes for LIVING AND GROWING

By the end of Key Stage 1:

Pupils will be able to:

- identify and share their feelings with others
- recognise safe and unsafe situations
- identify and be able to talk with someone they trust
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- the basic rules for keeping themselves safe and healthy
- about safe places to play and safe people to be with
- the needs of babies and young people
- ways in which they are like and different from others
- that they have some control over their actions and bodies
- the names of the main external parts of the body including agreed names for sexual parts
- why families are special for caring and sharing

Pupils will have considered:

- why families are special
- the similarities and differences between people
- how their feelings and actions have an impact on other people

By the end of Key Stage 2:

Pupils will be able to:

- express opinions, for example, about relationships and bullying
- listen to, and support others
- respect other people's viewpoints and beliefs
- recognise their changing emotions with friends and family and be able to express their feelings positively
- identify adults they can trust and who they can ask for help
- be self-confident in a wide range of new situations, such as seeking new friends
- form opinions that they can articulate to a variety of audiences
- recognise their own worth and identify positive things about themselves
- balance the stresses of life in order to promote both their own mental health and well-being and that of others
- see things from other people's viewpoints, for example their parents/carers and their carers
- discuss moral questions
- listen to, support their friends and manage friendship problems
- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- that safe routines can stop the spread of viruses including HIV
- about the physical changes that take place at puberty, why they happen and how to manage them
- the many relationships in which they are all involved
- where individual families and groups can find help

- how the media impact on forming attitudes
- about keeping themselves safe when involved with risky activities
- that their actions have consequences and be able to anticipate the results of them
- about different forms of bullying people and the feelings of both bullies and victims
- why being different can provoke bullying and know why this is unacceptable about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- the diversity of lifestyles
- others' points of view, including their parents/carers' or carers
- why being different can provoke bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say no and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships

iii) The needs of pupils

We recognise that an interactive approach to living and growing will better develop the skills of our pupils and also that it is more likely to meet their needs. We involve pupils in the evaluation and development of their lessons in ways appropriate to their age.

We will involve pupils through:

- discussions with small groups of pupils
- questionnaires/surveys (e.g.end of term unit / class councils/ face to face discussion)
- pupil focus groups formed specifically
- older pupils reviewing the programme for younger pupils eg EYFS councillors
- pre and post assessment activities
- school council meetings
- full class consultation activities which ensure all pupils have a voice in the process

iv) Topics to be covered

- *Puberty*
- *Body image*
- *Child Sexual Exploitation (CSE)*
- *Female Genital Mutilation (FGM)*
- *Healthy Relationships*
- *Forced marriages*
- *Drug education*
- *Health education*

v) Curriculum organisation

Pupils receive their entitlement for the lessons is through a spiral curriculum which demonstrates progression. The programme is delivered through a variety of opportunities including:

- designated Living and Growing time
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies
- enrichment days / weeks

vi) Working with visitors and other external agencies

Where appropriate, we may use visits and visitors from external agencies or members of the community to support the curriculum and its delivery. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. When visitors are used to support the programme, the school's policy on use of visitors will be used. A teacher will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority and we recognise and value its contribution to the programme.

Before involving visitors in any aspect of Living and growing, teachers should ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have
- the guidelines and checklist (Appendix 1a and 1b) should be used with the visitor to ensure success

Monitoring and evaluating visitors' and external agencies' contributions

- *pupils progress is monitored during and post lessons*
- *outcome / discussions*
- *parental feedback*
- *pupil feedback*

External visitors are part and parcel of the delivery of Living and growing . We have whole school and key stage specific assemblies that are led by NSPCC , the Police and other services. Pupils also benefit from having accessible information at school about local support services available, for example, in pupil planners. This includes information about local young people's health services, NSPCC, Childline, Samaritans, Domestic Violence and the named Police Officers details with phone numbers etc .

vii) Inclusion, equality and diversity

All pupils, whatever their experience, background and identity, are entitled to quality lessons that help them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interest of all pupils. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of the pupils to ensure all can access the full living and growing provision. We promote social learning and expect our pupils to show a high regard for the needs of others. Living and growing is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Responding to pupils' diverse learning needs:

Considerations will be made for:

- religious and cultural diversity
- differing gender needs and abilities, including SEND
- diverse sexuality of pupils
- homophobic/transphobic/biphobic bullying and behaviour
- pupil's age and physical and emotional maturity
- pupils who are new to English

Ethnicity, religion and cultural diversity:

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

Single gender groups:

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single gender groups can considerably ease concerns about the lessons, and help to ensure that pupils receive the curriculum to which they are entitled. Single gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single sex groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

Special educational needs and learning difficulties:

Living and growing helps all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We ensure that all pupils receive provision appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons to ensure that all members of the class can access the information fully. The school will use a variety of different strategies to ensure that all pupils have access to the same information.

Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Sexual identity and sexual orientation:

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive living and growing will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

We will deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that the content is relevant to them. Teachers will never assume that all intimate relationships are between opposite sexes. All sexual health information will be inclusive and will include LGBT people in case studies, scenarios and role-plays. We will ensure boys and girls can explore topics from a different gender's point of view, and a variety of activities, including practical tasks, discussions, group activities and competitions.

Pupils who are new to English

Our school takes into account the language skills of individual pupils, ensuring that all pupils have equal access to the living and growing provision and resources.

viii) Resources

Planning has been created for living and growing by Kauser Jan and Cathie Ashton. We focus on the needs of the pupils and our planned learning objectives. We select carefully resources which meet these objectives. We evaluate carefully teacher resources, leaflets, online resources and videos before using them (see checklist below).

We use children's books, both fiction and non-fiction, extensively within our programme. Teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They will also consider the needs and circumstances of individual pupils in class when reading texts, in case they need to have a preparatory conversation with a pupil before the teaching takes place, for instance.

Key texts and resources we will use for our lessons are:

- Channel 4 - Living & Growing series
<https://shop.channel4learning.com/?page=shop&pid=26651>
- BBC Active. LIVING AND GROWING 9-11 (Interactive Whiteboard programme)
http://www.pearsonschoolsandfecolleges.co.uk/Primary/ArtsandHumanities/PSHE/BB_CActiveWhiteboardActivePSHE/ISBN/InteractiveCD-ROMs/SexandRelationshipEducationNewEditionAges1012.aspx
- SENSE DVD "Making sense of growing up and keeping safe"
http://www.sensecds.com/SENSE/2_sensegrow.htm
- Life Support Productions DVD
<http://www.lifesupportproductions.co.uk/>
- FPA – Growing up with Yasmine and Tom
<http://www.fpa.org.uk/schools-and-teachers/online-Living-and-growing-and-pshe-primary-schools>
- Bounty DVD
<http://www.uniview.co.uk/cgi-bin/ss000001.pl?page=search&SS=bounty&PR=-1&TB=A>
- 4Boys4Girls resource leaflets
- Puberty bag
- Resources as identified in the medium term plans for the LIVING AND GROWING modules
- Leeds PSHE Scheme of Work living and growing modules (available from the Health and Wellbeing Service)

ix) Learning environment and additional non-negotiable ground rules

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of living and growing. To this end, ground rules have been agreed to provide a framework of common values within which to teach. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

In addition to the ground rules used in PSHE, we will develop a set of non-negotiable rules for lessons and discussions related to living and growing. For pupils are to benefit fully from the lessons they need to be confident speakers, good listeners and effective, sensitive communicators. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. A set of additional, non-negotiable ground rules will help staff to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also

reduce the possibility of inappropriate behaviour and the disclosure of inappropriate personal information.

Our additional, non-negotiable ground rules are:

- Confidentiality: 'what is said in the room, stays in the room' except if anyone mentions something which could be harmful or put them at risk – then will have to pass the information on to help keep them safe
- It's not OK to ask personal questions of each other or the teacher but we can put questions in the box for later.
- Don't name names: if you want to ask about or share a personal story or experience, you can speak in the third person about 'someone I know', 'a friend', 'a situation I've heard about/read about'
- We will try to only ask questions related to what we are learning in the lesson.
- We will use the anatomical terms for the sexual body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations & backgrounds.

We will develop these ground rules through:

Ofsted has identified that an emotionally safe and secure learning environment is a feature of outstanding PSHE (2013). Use of a working agreement or ground rules is an essential technique to help create and maintain a safe learning environment, and can also be a useful activity in itself.

- *It is important to consider the balance between the rules which are determined by the pupils and those the teacher chooses.*
- *Keep the number of rules to a minimum (four or five) ensuring that those chosen are effective and can easily and consistently be implemented.*
- *It is important that the rules are displayed and are shared with the whole school community.*
- *Explain the concept of ground rules as basic rules, which everyone needs to agree. Draw comparisons with other areas of life (e.g. playing a game, driving a car or playing a sport).*
- *Teachers and pupils will need to consider what kind of rules (or working guidelines) they need so that they can get on together in class.*
- *What sort of things can spoil what we do? What kind of behaviour makes things difficult for others?*
- *What is it like to talk to someone and they do not really listen?*
- *What rules could we have so that everyone enjoys the lessons and nobody upsets anybody else?*

For younger pupils a circle time activity can be used to develop ground rules. For example, pupils are asked to name a game they like to play and then imagining an alien has landed on earth. How would the alien know how to play the game and what rules apply? Go round the circle naming rules from the game, and then discuss what it feels like when someone does not follow the rules. Why are rules helpful? This then leads into ground rules for when the pupils are learning together .

For older pupils, they are encouraged to think, pair share and other methods that would make them feel more comfortable working together in lessons. Pupils then discuss in their groups and prioritise the rules. Each group puts forward 3–5 rules on a large sheet of paper displayed for everyone to discuss. From these suggestions hold a class vote.

Once a working agreement has been made it should be referred back to and displayed during living and growing lessons. An effective working agreement or set of ground rules will contain the elements shown below – in language that is age appropriate and formulated (as far as possible) as positive behaviours. Pupils may suggest confidentiality as part of the

ground rules, proposing that 'what is said in the class should stay in the class'. In reality this is not feasible. Instead, talk to pupils about personal boundaries, what information is private and how to protect their own and others' privacy.

x) Assessment, recording and reporting in living and growing

We assess pupils' learning in living and growing in line with approaches used in the rest of the curriculum (including assessment for learning).

Assessment methods:

- baseline or pre-assessment
- needs assessment is used to identify existing knowledge and skills of pupils
- assessment is built into the LIVING AND GROWING programme to inform planning
- summative assessment takes place at the end of each unit
- pupil self-assessment is used where appropriate
- assessment focuses on knowledge as well as skill development and attitudes
- all class teachers have assessment sheets to support the module to record progress
- identify pupils who have exceeded or fallen short of the module objectives and those that have achieved it
- teachers will keep a note of pupils who have missed some or the entire module due to absence from school
- pupil progress and achievement is reported to parents/carers

Assessment plays a key role in effective teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

The Ofsted Sex and Relationships Guidance, 2002, states that 'children must work towards the End of Key Stage Learning Outcomes.' There are no attainment targets for LIVING AND GROWING. End of Key Stage Statements were developed by QCA to help teachers assess progress.

The following are examples of questions that can be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

This is an extract from Assessment,

- *What do I know already?*
- *What new information have I learnt?*
- *What do I now think and believe?*
- *What feelings did I have during the session?*
- *How did I feel about what I found out?*
- *Has listening to the views of others changed my views and/or beliefs?*
- *Did it help me confirm what I really believe?*
- *Did I learn anything I did not expect to?*
- *What do I now think and believe?*
- *How will it change my behaviour in the future?*
- *What do I now need to learn?*
- *Is there anyone else I need to talk to about this?*

NB. Individual responses could be recorded in a logbook or a diary.

xi) Monitoring and evaluation

How will the delivery and provision for living and growing be monitored and evaluated?

Monitoring activities:

- recording of pupil attendance in living and growing lessons
- effective PSHE leadership with a system of lesson observations and peer support
- a system for regular review of the policy and programme
- pupil and staff interviews/questionnaires
- pupil/staff/parent surveys
- scrutinising staff planning
- samples of pupils' work

Evaluation activities:

- teacher and pupil evaluation of lessons, units and the overall programme
- teacher and pupil evaluation of resources
- evidence from lesson observations
- evaluation of contributions of external partners
- feedback and evaluation by pupils
- scrutiny of assessment records
- sampling pupils' work and portfolios

14. Safeguarding and Child Protection

Living and growing plays a very important part in fulfilling the statutory duties all schools have to meet and the policy should be closely aligned to the school's safeguarding policy. The content of the curriculum helps pupils understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it. The use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

When teaching any sensitive issue young people may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in delivery need to be aware of the pastoral system and safeguarding arrangements in place.

15. Confidentiality in the context of living and growing lessons

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

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our safeguarding and child protection policy.

If a pupil tells a health professional, such as the school nurse, something personal on a one-to-one basis outside of the classroom, our school's confidentiality policy will help us to decide whether that person can keep that information confidential, or whether they need to seek help, advice, or refer to someone else. We will also signpost pupils and their families, where appropriate, to on and offline community, health and counselling services so pupils know where to go for confidential help and advice.

Techniques used in school to minimise the chance of pupils making a disclosure in a lesson include:

- Ground rules – where pupils are asked to think about the ‘right time and right place to share information ‘
- depersonalising discussion
- puppets
- using role play to ‘act out’ scenarios
- appropriate DVDs and TV extracts
- case studies with invented characters
- visits to/from outside agencies

16. Liaison with other schools

To ensure progression from primary to secondary school at Bankside:

- Year 7 teachers do Maths / Literacy classes with year 5 & 6 pupils at Bankside
- Year 5 visit local secondary schools for classes
- Year 7 past pupils return to Bankside to run workshops with year 6 pupils
- Additional Taster days with secondary schools for pupils to get to know their new teacher.
- Heads of year 7 visit Bankside to meet pupils, Q and A session and discuss individual pupils including vulnerable needs.
- Year 6 transition lead attends cluster meetings half termly with a local secondary school and other primary schools nearby, Areas discussed are mathematical strategies across year 6-7 to ensure consistence, difference in national curriculum, KS2 – KS3, share examples of pupils work (moderating) discuss how we support EAL pupils, New to English and SEND pupils.
- One point of contact (transition leader Rose Thompson) who is familiar to secondary schools and have met face to face on many occasions.
- NEW this year, Transition workshop from an external provider to support social and emotional needs of transition pupils and parents.

Year 6 teachers also do a PSHE Transition Unit talking through expectations of secondary, from homework to finding out bus routes.

Alongside this, we revisit internet safety, bullying, risk awareness and how to keep safe.

17. Support

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

Support for LGBT pupils

If LGBT pupils were identified – appropriate support would be provided for the pupil this will be through face to face, staff support and curriculum. This will be alongside the PSHE curriculum.

18. Advice and treatment

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses.

19. Complaints

Parents/carers who have complaints or concerns regarding the living and growing provision should contact the school and follow the school's complaints policy.

20. Liaison with local media

Please contact the press and media office on: 0113 247 4713

21. Local support available to schools

The Health and Wellbeing Service can offer support through training, bespoke lessons and in school advisory sessions.

Training available:

- Delivering Primary Sex Relationship Education with Confidence
- Is this Love?
- Anxiety and Body Image
- Sex Relationship Education for Boys and Young Men
- Growing Up in a Social Media World
- Leading & Managing PSHE
- PSHE & Assessment
- Creative Approaches to Delivering PSHE

Further information on the above training, as well as how to book, can be found at: www.schoolwellbeing.co.uk and www.leedsforlearning.co.uk

Bespoke primary LIVING AND GROWING lessons delivered in school:

- Puberty & Conception
- Body Image
- Healthy Relationships
- Social Media
- HIV & Contraception

For further information on the above bespoke sessions, please contact Emma Newton at: emma.newton@leeds.gov.uk

In school advisory sessions:

Primary LIVING AND GROWING : Helen Smithies – helen.smithies@leeds.gov.uk

22. Local and national websites

Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: www.forwarduk.org.uk
- Good practice examples and guidance on consent: www.pshe-association.org.uk/consent
- CPS guidance on the Statutory Definition of Consent, and the CPS Sexual Offences Factsheet: http://www.cps.gov.uk/news/fact_sheets/sexual_offences/
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: www.ceop.police.uk and www.thinkuknow.co.uk
- Addressing healthy relationships and sexual exploitation within PSHE in schools: http://www.sexeducationforum.org.uk/media/3101/pshe_ff37.pdf
- e-magazine to help teachers teach about consent, available free to Sex Ed Forum members: <http://www.sexeducationforum.org.uk/resources/sex-educational-supplement.aspx>
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: www.brook.org.uk/traffic-lights
- Ask Brook about relationships, safety and risks, available at: www.brook.org.uk/shop
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary schools teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way. <http://www.mesmac.co.uk/projects/blast/for-professionals/resources>

Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: www.avaproject.org.uk
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: www.rapecrisis.org.uk

Teaching about pornography:

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

Teaching about sexting:

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

Inclusive LIVING AND GROWING :

- Stonewall has produced a series of packs and information for schools. Details are available at: www.stonewall.org.uk
- Brook has produced packs to help those who work with diverse groups of children, available at: www.brook.org.uk/shop including:
- The Sex Education Forum has produced a factsheet on LIVING AND GROWING for children with learning difficulties:
http://www.sexeducationforum.org.uk/media/6153/Living_and_growing_and_young_children.pdf

Local sources of support:

www.schoolwellbeing.co.uk

www.healthyschools.org.uk

<http://www.leeds.gov.uk/phrc/Pages/default.aspx>

www.leeds.gov.uk/phrc/Pages/public-health-training.aspx

<http://www.leedsiscb.org.uk/>

http://shop.ncb.org.uk/category_s/1831.htm

<http://leedssexualhealth.com>

<http://www.themarketplaceleeds.org.uk/>

<http://mesmac.co.uk/>

<https://www.mindmate.org.uk/>

National sources of support:

<http://www.nhs.uk/Livewell/Sexualhealthtopics/Pages/Sexual-health-hub.aspx>

<https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

www.riseabove.org.uk

<http://www.nat.org.uk/>

<https://www.womensaid.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

APPENDIX 1a

Checklist prior to visit

| | |
|--|---|
| Checklist for schools and agencies | |
| TIME AND PLACE | |
| Date(s) of Involvement: | Time: From to Number of days / weeks: |
| Venue / room(s): | Agency arrival time: |
| Room Layout: | Agency to be greeted by: |
| Equipment required to be provided by the school: | Session plans: Attached: yes / no To be forwarded to: |
| PEOPLE | |
| School: | Agency name: |

| | |
|--|--|
| Contact details: | Specialism: |
| School address: Tel No: E-mail: | Agency address: Tel No: E-mail: |
| Child protection teacher: Learning mentor / other contact: | Agency contact: Other Contact: |
| Teachers to be involved: | Do parents/carers need to be consulted before the session? yes / no |
| Have disclosure / confidentiality procedures been discussed? yes / no Other policies for consideration: | Is the school satisfied with the agencies DBS / liability arrangements? yes / no |
| Number of pupils: Key Stage: Year Group: | Learning needs: Other / individual needs: |
| Intended learning outcomes: | What has been taught previously? |

| | |
|--|--|
| | How will the work be continued? |
| How will skills and progress be assessed? | Who will be present? How will they support the session? |
| How does the work support the CPD of teachers e.g. team teaching? | Do staff require / want any additional training? yes / no |
| How will the effectiveness of the session be evaluated by pupils? How will the effectiveness of the session be evaluated by adults? | Which routes for referral, procedures and services will pupils be signposted to? |
| AGREEMENTS | |
| Have any expenses been agreed to? yes / no | |
| Checklist completed by: | |

Designation:

Date:

Meeting carried out: in person / by phone / other (please circle)

APPENDIX 1b Checklist

During & after visit

Joint Evaluation Form

Please fill this in together where possible

Aim of session:

Session date:

Time:

Agency:

Year group:

School:

Class:

| Question | Scale 1 - 10 | How do you know? |
|--|-------------------------|-------------------------|
| 1. How well did the programme meet the needs of the pupils? | | |
| 2. How well has the work developed the skills of pupils to manage their wellbeing? | | |
| 3. How well has the input contributed to the LIVING AND GROWING programme? | | |

| | | |
|---|--|--|
| 4. Has there been an impact on staff skills and confidence? | | |
| 5. How well did the pre-planning support the session / visit? | | |
| 6. How will be the work be continued and / or adopted into the Schemes of Work next year? | | |
| 7. Were there any elements that could be improved in the future? | | |
| 8. Any other comments? | | |
| Please keep a copy for your records. | | |

APPENDIX 2

Dear,

Our PSHE & LIVING AND GROWING Programme in Year ... / Key Stage ...

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social and Health Education (PSHE) course. This looks at many topics including all kinds of relationships, physical / emotional health and living in the wider world. The aim of the PSHE course is to help our pupils make safe and informed decisions during their school years and beyond.

Sex and Relationship Education (LIVING AND GROWING) is an important part of the PSHE course. We will be teaching lessons about LIVING AND GROWING in the term which will include topics such as (*puberty; relationships and communication skills; Child Sexual Exploitation (CSE); Female Genital Mutilation (FGM); body image; sexting and social media; domestic violence, consent.*) During the course, pupils will be able to ask questions, which will be answered factually and in an age appropriate manner. Each pupil's privacy will be respected, and no one will be asked to reveal personal information.

Some parts of LIVING AND GROWING are compulsory - these are part of the National Curriculum for Science. Parents can withdraw their children from all other parts of LIVING AND GROWING if they wish to do so. However, we believe that the presentation of sexual images in social and other media make it important that all young people have a place to discuss pressures, check facts and dispel myths. Even if a child is withdrawn, many pupils will discuss such issues with each other outside the classroom – so, rather than hear about the content second-hand, we hope all children will have the opportunity to take part in our carefully planned lessons.

Many parents and parent-related organisations support good quality LIVING AND GROWING in school. Parents are the most important educators of young people in personal issues and many welcome the support that school can offer to supplement their home teaching.

You may find that your child starts asking questions about the topic at home, or you might want to take the opportunity to talk to your child about issues before the work is covered in school. If you have any queries about the content of the programme or resources used, please do not hesitate in contacting me at school. All materials used are available for you to browse through should you so wish.

Yours sincerely,

Living and growing education – Frequently Asked Questions

What are the aims of living and growing in our school?

Depending on the age of the children and the lessons in their particular year group, we want the lessons to:

- *develop the confidence to talk, listen and think about their feelings and relationships*
- *develop friendship/relationship skills*
- *develop positive attitudes, values and self esteem*
- *provide knowledge and understanding about puberty and the changes that will take place*
- *provide knowledge and understanding about reproduction and sexuality*
- *address concerns and correct misunderstanding that children may have gained from the media and peers*
- *develop skills to help children protect themselves against unwanted sexual experience*
- *know where and how to seek help.*

Can you explain the school's living and growing lessons within the Morals and Values Framework?

We follow the school's agreed aims, values and moral framework which is sensitive to the needs and beliefs of pupils, parents / carers and other members of the school community. The lessons will be delivered within the school's agreed equal opportunities framework.

Living and growing will support the importance of stable relationships, for family life and bringing up children. Care is taken to ensure there is no stigmatization of children based on their different home circumstances.

Pupils will be encouraged to understand that thinking about morals and values also includes:

- *respect for self and others*
- *commitment, trust and love within relationships*
understanding diversity regarding religion, culture and sexual orientation
honesty with self and others
- *self-awareness*
- *exploration of rights, duties and responsibilities.*

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