



RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

Policy Reference No	CUR004
Review Frequency	Annual
Reviewed	Summer 2024
Next Review Date	Summer 2025
Approved by	TLT

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Change Log

Date	Changes to Policy
Summer 2024	Updates to Sections 2 & 3 to reflect the use of Schemes of Work in some schools and clarify that schools publish their RHE curriculum on websites.
Autumn 2023	No Changes- awaiting DFE review of Policy (was due Summer 2023- delayed until end of year).
Autumn 2022	Updates to the Intent to reflect the Trust working party's deliberate planning and sequencing in long term overview, also reflect Trust planning approach so all lessons are planned by experienced colleague. Updates to Implementation to reflect ongoing CPD for all staff and access to experienced colleagues for all. Updated Parent partnership to reflect information sharing with families on regular basis. Updated review section to reflect the regular review of this curriculum and its impact on pupils.
Autumn 2021	No changes

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1. Introduction

This policy complies with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy has been written with reference to the following guidance and documents:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development).
- National Citizen Service guidance for schools

This policy has been developed by subject leaders, senior leaders, SEND and Mental Health Leads across the Trust.

This has been developed with the consultation of parents and agreed by the Board of Trustees.

2. Intent

In the Learning Academy Partnership, we are committed to supporting all children to flourish and achieve their potential.

We believe in an inclusive environment where the child is at the heart of everything we do. We value the importance of all relationships, and we recognise that learning about health and relationships starts at home. Schools complement and reinforce this role and build on what pupils learn at home.

As healthy, confident, and resilient children of Modern Britain, our pupils will be supported to understand themselves and others: families, communities, and the wider world. In doing this, children will be supported to develop a deep sense of self-worth, self-respect, self-awareness as well as self-discipline.

Teaching about mental wellbeing is central to all that we do and especially important within this, is children's happiness. We want our children to be equipped to both face and overcome challenges and develop the character that we know is fundamental to being successful, happy, and productive members of society. We want our children to know that they can achieve goals and ambitions, that they have the skills and aptitudes to stick to learning or tasks and that they have the resilience to recover from setbacks that may occur in life.

Children will learn the building blocks of, and to think critically about, healthy, positive relationships and their active roles within these. By developing children's emotional literacy, they will have the tools to understand themselves and others and adopt positive roles in relationships, including those online. Understanding boundaries and rights are key principles of this. With this knowledge and these skills, children will learn to value both the unique role which each person plays in society and the collective strength of respectful communities in the wider world. Through this, we intend to prepare our children to play positive roles in the world by making wise choices as well as knowing that asking for help is a proactive and constructive action.

In our teaching of Relationships, Health and Sex Education, we aim to assist the overall development of pupils as members of society, by fostering positive and reflective attitudes about themselves and relationships, and on life and health issues. Reflecting the importance of this curriculum, senior leaders and a team of experienced teachers have designed a Trust RHE curriculum, which is spiral in design, revisiting key concepts in age-appropriate ways. This supports quality provision, which is not only well sequenced and researched, but designed in ways which builds children's understanding of key principles with consistent use of language. Some schools have researched and adopted other recognised schemes of work to meet the structure of their schools, such as classes with mixed age. The content of these is reviewed by the Headteacher to ensure the provision meets the Intent of the RHE curriculum

3. Statutory Subject Content

Relationships Education:

- Families and people who care for me
- Caring relationships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and Mental Wellbeing:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

This Trust RHE curriculum is founded upon the PHCE association's cores of: Living in the Wider World, including Belonging to a Community, Media literacy and digital resilience and Money and work. Some schools have separate schemes of work. All schools publish their RHE curriculum on their websites.

4. Implementation

All staff working day to day with young people will be supported by at least annual training to ensure they are up to date with this curriculum and are confident in the shared use of language, such as body parts, as well as the approach and principles e.g. using gender neutral language when describing careers. In addition to this, teachers and those delivering RE in the classroom have access to named, experienced colleagues who have designed the curriculum, to enable them to see further support should this be needed.

Subject leaders, along with senior leaders and Heads, will ensure that the core knowledge teaching of Relationships, Health and Sex education will be interwoven within the wider ethos and curriculum.

These will be planned sequentially so that core knowledge is sequenced progressively and builds upon prior learning, using the PSHE Association Toolkit (2020 version) as a framework. Teaching will include sufficient and carefully chosen opportunities and contexts for children so that new knowledge is embedded and so that children can apply this to real life situations and are well prepared for life, drawing upon age-appropriate resources, such as puppets and stories. Teaching will also take into account an awareness that for many young people, the distinction between the online world and other aspects of life, are less marked than for some adults.

Leaders will ensure that these curricula will be underpinned by the whole school culture of trust and safety so that children feel confident to engage in discussions and ask questions. We know that through this learning, children may raise questions which go beyond the learning set out for Relationships or Health Education. The DfE sets out that "Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information." Therefore, opportunities to ask or respond to questions will be considered carefully by teachers. They will include opportunities for children to ask questions in a manner which is both discrete and sensitive, such as with a question box. This enables questions to be 'managed' and all children to feel fully supported. Those teaching these subjects, as well as wider staff, will have support and training in answering questions that are better not dealt with in front of a whole class. This will support not going beyond the learning set out within this guidance.

Further opportunities to embed this learning will be threaded through the academy's wider vision and values, such as through Acts of Worship so that the principles of this learning are valued by all and built into the culture, 'the words and walls' of the whole academy. This whole school approach further builds and develops the safeguarding of children.

The Early Years Foundation Stage plays an important role in building the foundations for Relationships and Health Education. During the Foundation Stage, opportunities are provided that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues. Time is provided to support understanding of the roles that exercise, eating, sleeping and hygiene have in promoting good health. Through these Early Learning Goals, children will learn to manage emotions and develop a positive sense of self.

These Relationship and Health Education curricula, will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

Equality and respect will be key principles that are threaded throughout this learning, such as through 'respectful relationships' and 'living in the wider world', with LGBT content fully integrated into programmes of study. This is so that children learn, for example, that relationships and families can look different, but all are centered on love and trust. This is central to British Values, underpinned by our Trust Vision underpinned by key principles from the Church of England's Vision and is integral to 'Valuing All God's Children.'

The academy has considered how this teaching will support the spiritual and character development of its pupils, along with the values of the academy. These curricula, laid out in the policy, aim to proactively address issues children face in a timely way. Leaders have ensured that they are in line with pupil needs, informed by pupil voice and that the curriculum is able to respond to issues within the academy or locally e.g. local public health and community issues.

The Relationships and Health Education Regulations 2019, have made relationships education compulsory. Relationships, health and puberty are set out within the mandatory Relationships and Health Education. This curriculum content is statutory for all pupils at Primary school.

5. Non-Statutory Subject Content

Whilst Sex Education (which goes beyond the national curriculum for Science) is not compulsory, it is important that the transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively.

The Department for Education continues to recommend, therefore, that 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.

To ensure we support our pupils to be ready for their next stage of education, develop the resilience and confidence to flourish in life, Sex Education in the final year of Primary school will give children the confidence to understand about the world around them and be empowered to make safe and wise decisions, both in the online world and wider. In doing this, we aim to assist the overall development of pupils as members of society by fostering positive and reflective attitudes about themselves and relationships, and on life and health issues.

Sex Education will be built upon our principle of good curriculum design and is built upon prior learning and interwoven within children's wider learning in the statutory learning of Relationships and Health Education Curriculum. We will be drawing upon the nationally recognised programme of study, The Christopher Winter Programme, ensuring that this meets the local contextual needs of the community. This learning will ensure children are ready for the next of their education and the statutory content of Year 7 science.

6. Working in partnership with parents

The Trust recognises the importance of working in partnership with parents and has worked on consulting with members of the academy community when shaping this policy. To empower parents to work in partnership with school, information relating to the RHE curriculum will be shared with parents, such as through Curriculum Booklets. Some RHE 'blocks of learning' will have more detailed information shared with parents where it is felt this will support parents to have discussions at home when learning about the diverse nature of families and friendships or identity, for example.

Learning about Relations and Health are integral to child development and empowering children to have the knowledge and skills to make healthy and wise choices in life. As such, and set out by the Government, there is no right to withdraw from the statutory content of the Relationships Health Education curriculum.

Academies will consult parents during the final year of primary school about the detailed content of what will be taught as part of the non-statutory Sex Education content. The sex education element of our curriculum includes supporting parents to talk to their children about sex education and how to link this with what is being taught in school.

Parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of non- statutory RSE. We would encourage any parent considering this, to first meet with the Head or delegated Senior Leader to discuss with the parent and as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature, content and purpose of the curriculum. In line with DfE guidance, the academy will document this process. Academies will want to document this process to ensure a record is kept.

7. Inclusivity and Adaptations

Relationships and Health Education must be accessible for all pupils with high quality differentiation and adaptation and being aware of starting points that underpin this. Where needed, there may be specific adaptations to support children so that learning is always at least age appropriate and may be adapted further so that it meets the needs of pupils at different developmental stages.

Academies will be aware of local contexts and that some pupils may be more vulnerable due to their nature of SEND, such as SEMH. The core learning of RHE is particularly important for some pupils and this will be taken into account when planning and implementing these curricula.

8. Safeguarding, reports of abuse and confidentiality

Safeguarding is at the heart of all we do within the academy and the core knowledge developed with the Relationships, Health and Sex Education plays an important role within our safeguarding culture and statutory responsibilities as set out in Keeping Children Safe in Education 2024. This is underpinned by safeguarding training and processes set out in the Trust Safeguarding Policy. In addition to this, staff will be supported in discussing potentially sensitive issues so that learning is where possible, preventative not informative. As well as having a good understanding of the local community context and challenges within the academy, staff will work alongside the Designated Safeguarding Leads and/ or senior leaders to be alert to particular Adverse Childhood Experiences that children they teach, may have experienced. They will be adequately supported with approaching issues which may be particularly sensitive.

9. Monitoring and Evaluation

Learning will be sequenced so that it is progressive and works towards key end points identified at the end of Primary School. Subject leaders ensure that this is broken down into key learning across the year and builds cumulatively, so that the primary curriculum is taught at the end of primary.

Through ongoing feedback on pupil progress, teachers will ensure they are building upon prior learning to ensure learning over time. A range of assessment tools will be used to identify where pupils may need extra support or intervention. Subject leaders will track the impact of these curriculum areas on children's progress towards the end points for the end of Primary school. This curriculum is evaluated at least annually by senior and experienced colleagues to ensure this is up to date and impactful. The impact of the curriculum will be evaluated by Heads of Academy as part of the Quality Assurance Cycle and the School Self Evaluation (SES) and this may inform future Academy development plans and leadership actions.

10. Review

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance). The subject leaders will work together with senior leaders and will be responsible for reporting to Trustees about the quality of implementation and impact. In light of this, policy amendments may be made.