David Ross Education Trust

Broadening Horizons

Relationship Education, Relationship and Sex Education and Health Education Policy

Edward Heneage Primary Academy

V1

Document Management Information

Applicable to:	All staff in Edward Heneage Primary Academy including individuals employed by the Trust, contractors and agency staff.
Development and Consultation:	The policy has been developed in consultation with parents and pupils and in discussion with members of the safeguarding team and SENCO at the academy.
Dissemination:	The policy will be available to staff, via the Trust's Policy Centre and each academy will have its own contextualised version.
Implementation:	The policy will be used by all leaders and teachers in DRET academies.
Training:	*Jigsaw materials / staff meetings / PSHE Association*
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	*Mrs K Reynolds*
Executive Policy Owner:	Simon Rose
Approval by:	The Education Committee
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Next Review Due:	5. 10.26

Revision History

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Draft	Draft document approved by trust	July 2020
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Eg 2.0		

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1. Introduction

1.1. From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and sex education and health education. Although it is an identifiable part of the PSHE curriculum for all key stages, it is also integrated in a whole academy approach to pupils' personal development. The David Ross Education Trust respects every pupils' entitlement to Relationship education, relationship and sex education and health education and ensures that it compliments all aspects of the curriculum. Policy will be fully integrated with other procedures to promote pupils' welfare including safeguarding, on-line safety and whole school approaches to health and wellbeing.

2. Policy Scope

1.1. This policy applies to all academies in the Trust. Relationship Education is a mandatory requirement for all primary academies; Relationship and Sex Education is a mandatory requirement for all secondary academies and Health Education is required in all schools.

1.2. In primary academies, the curriculum will provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

1.3. It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

2.1. This Policy takes its legal framework from the following legislation and statutory guidance:

2.1.1. Relationship education, sex and relationship education and health education 2020.

2.1.2. Keeping children safe in education 2019

2.1.3. Behaviour and discipline in schools

2.1.4. Mental health and behaviour in schools

2.1.5. Sexual violence and sexual harassment between children in schools

2.1.6. The SEN Code of Practice 2015

2.1.7. The Equality Act 2010

4. Definitions

3.1. Commentary or list of key definitions here, e.g.:

3.1.1. **Trust** means all Academies within the David Ross Education Trust, as well as Head Office and central services operations.

3.1.2. **Executive Leadership Team** means the Chief Executive Officer ("CEO") and the direct line management reports of the CEO (the "Directors").

3.1.3. **Relationships and sex education (RSE)** is learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health. It should equip children and young people with the information, skills, and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

5. The Trust's policy on Relationships Education, Sex and Relationships Education and Health Education

4.1. All academies in the Trust will:

4.1.1. Create a safe environment where pupils are able to discuss personal and sensitive issues. Relationships and sex education often draws on pupils' own experiences; pupils who indicate that they may be at risk will be supported in accordance with the Safeguarding and Child Protection policy and the academy appendix.

4.1.2. Work closely with parents as the primary educators in their children's development. Parents will be supported to discuss issues at home, including to recognise their child's developing needs for privacy, independence and their sexuality.

4.1.3. Establish a clear process that allows parents to withdraw their child from some or all of the sex education delivered as part of the statutory part of RSE until three terms before the child's 16 birthday.

4.1.4. Comply with the provisions of the Equality Act regarding faith and religion. Planning will account for the religious backgrounds of all pupils when planning teaching and may teach about religious perspectives. Teaching will reflect the law as it applies to relationships so that pupils clearly understand what the law allows and does not allow.

4.2. Pupils are entitled to the curriculum which will:

4.2.1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

4.2.2. Be inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience particularly HIV status and pregnancy;

4.2.3. Include the development of skills to support healthy and safe relationships and ensure good communication about these issues;

4.2.4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

4.2.5. Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;

4.2.6. Be part of lifelong learning, starting early in childhood and continuing throughout life. It should reflect the age and level of the learner;

4.2.7. Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

4.2.8. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

4.2.9. Be delivered by competent and confident educators;

4.2.10. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

4.3. Teaching

4.3.1. Teaching will be based on the DRET principles of high-quality teaching. Plans will be flexible and respond to pupils' current level of knowledge and skills. Time with pupils will enable them to revisit, recap and extend the knowledge and skills over time. Teaching will involve a range of practical activities and resources that allow pupils to ask questions and talk about key issues of personal and private behaviours, consent and positive relationships. Leaders will adjust groupings so that they are conducive to discussing these issues.

4.3.2. The curriculum will be accessible for all students. Teaching will be differentiated and personalised, preparing pupils for adulthood outcomes. The Trust is aware that pupils with SEND can be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The curriculum will be covered at a pace of the pupils and in ways that suit their understanding.

6. Roles and Responsibilities

6.1. The principal is responsible for

5.1.1. appointing a designated member of staff to oversee the delivery of this aspect of the curriculum;

5.1.2. implementing adequate planning and subsequent monitoring to secure the pupils' curriculum entitlement;

5.1.3. ensuring teachers have adequate time and training to develop the skills required for effective teaching, as well as access to materials that enable them to meet the needs of the pupils;

5.1.4. establishing a process parents should follow if they wish to withdraw their child from the sex education element of the curriculum.

7. Procedures

6.1. Each phase within school covers the same broad framework of learning, aiding transition and progression throughout:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Age-appropriate content is delivered according to the long-term map (see Appendix 1)

Changing me

Year Group	**Taught Knowledge**
EYFS	• Know the names and functions of some parts of the body

	• Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on
Y1	• Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know that learning brings about change
Y2	• Know the physical differences between male and female bodies

	• Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are acceptable, and some are unacceptable • Know the correct names for private body parts • Know that life cycles exist in nature • Know that aging is a natural process including old age • Know that some changes are out of an individual's control • Know how their bodies have changed from when they were a baby and that they will continue to change as they age
Y3	• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty- animations of the female reproductive system • Know that in animals and humans

	lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child
Y4	• Know that personal characteristics are inherited from birth parents, and this is brought about by an ovum joining with a sperm (animations used-the Female reproductive system) • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions

	• Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted
Y5	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong
Y6	• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it

	• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class

6.2. Who delivers either Relationship Education or RSE

Class teachers deliver the RSE curriculum throughout the course of an academic year. It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers should explain to pupils in simple terms that, whilst we usually try to keep topics discussed confidential, if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity is addressed.

There may be times when a child asks a question that requires deeper consideration prior to answering. Staff at Edward Heneage Primary Academy can ask the child to wait for an answer to give them time to consult with the school's Leadership Team. It is important that children feel able to ask any questions that they wish and that their questions are valued. Children can ask questions by writing questions and posting them in the 'ask it basket'. This gives the teacher time to prepare for what the children want to know about mostly. It is recognised that some questions may need addressing on a one-to-one basis or referring back to parents/guardians – should this arise, teachers are able to seek advice from the school's Leadership Team. If a question is specialised, the teacher refers them to the appropriate person such as a school nurse/outside agency. If a question is explicit, is inappropriate for the whole class or raises concerns about the safety of a pupil, the teacher should report and seek advice from the Safeguarding Lead immediately. A Worry Box is made available in all classrooms and can be used at all times within school. In addition, the Worry Box is passed around classes twice daily during registration times.

6.3. How the policy has been produced and how it will be kept under review in both cases working with parents

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by PSHE lead and SLT in consultation with pupils and teaching staff, parents and governors. The policy is available to parents through the school prospectus, website and email. A paper copy can be made available by written request.

The policy will be reviewed in line with National and Trust guidance on an annual basis. Parents will be advised of any amendments and changes to the RSE policy. The school community will be invited on an annual basis to view the teaching materials and receive a summary of the content outline.

7.4 How delivery of the content will be made accessible to all pupils including those with SEND

Under the Equalities Act 2010, the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Edward Heneage Primary Academy respects how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education is delivered sensitively to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Time is set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback.

Teachers:

- work with pupils to establish ground rules about how they will behave towards each other in discussion. Jigsaw Charter to support with expectations.
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- provisions available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class (Ask it Basket/Worry Box)
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom. Sessions are taught in mixed-gender classes, and all pupils learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary. As with any other lessons, positive behaviour management strategies are employed throughout. Teachers may encourage pupils to discuss how they might feel during the lessons before they start. They might identify that these feeling might include embarrassment, or that they may want to laugh. They explain that these feelings are normal and talk about strategies they can use to manage them.

7.5 Explanation of the right to withdraw

The table above shows a brief summary of the Changing Me unit. The teaching of puberty fulfils the requirements that sit under the 'Changing Adolescent Body' strand of statutory Health Education, and parents cannot withdraw their children from this. We consider Sex Education to mean Human Reproduction and is therefore covered in both Science and in PSHE. The content in red on the grid may deemed as 'Human Reproduction' and when taught in PSHE, parents may request their children are withdrawn from all or part of these lessons.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Whenever more sensitive or specific aspects of this work are covered, school will notify parents and carers. We recognise that many are comfortable with the school taking the lead on planned learning but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. We will notify parents when aspects of sex and relationships education will be taught by MCAS

Edward Heneage Primary Academy believes that knowledge empowers and protects children as long as it is age appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty is introduced subtly in Y3 due to the possibility that girls may start their periods this early and it is necessary to prepare them for this. Conception is introduced age-appropriately in lower key stage 2 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth are age-appropriately covered in Y6.

8. Reporting and Consequences of Non-Compliance

7.1. Compliance will be monitored through the school's curriculum audit procedures and is reported annually to Governors and the Trust through the Principal's school evaluation report. This policy scheme of work will be reviewed annually and any feedback from teachers, parents/carers and pupils will be considered. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

9. Policy Status

8.1. This policy does not form part of any employee's contract of employment.

9. Related Policies

10.1 This policy is related to the following other Trust policies:

- The Academy Safeguarding and Child Protection policy
- The DRET Behaviour and ethos policy
- The DRET Anti-bullying policy
- The DRET Peer on Peer abuse policy
- The DRET SEND policy
- The Academy PSHE policy

Appendix 1 Edward Heneage Primary Academy long-term map (annual rolling programme)

Age	Being me in my world	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing me
3-5	Self-Identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
5-6	Feeling special Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of Success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness

	Choices Recognising feelings	Celebrating difference and remaining friends	Contributing to and sharing success		special relationships	Preparing for transition
7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing Feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
9-10	Planning the forthcoming year Being a citizen Rights and responsibilities	Cultural differences and how they can cause conflict Racism Rumours and name-calling	Future dreams The importance of money Jobs and careers	Smoking, including vaping Alcohol Alcohol and anti-social behaviour	Self-recognition and self-worth Building self-esteem Safer online communities	Self- and body image Influence of online and media on body image Puberty for girls

	Rewards and consequences How behaviour affects groups Democracy, having a voice, Participating	Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition