

Relationships, Sex and Health Education Policy



EPWORTH

EDUCATION TRUST

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Chairs Signature	

Version Control

Change Record

Date	Author	Version	Reason for Change
March 2020	A Burkes	1	
May 2021	J Buckley	2	Acorn trust updated to EET. New DFE guidance. Additions to delivery of curriculum – 3.15, 3.24, 3.27, 3.28, 3.30 Additions to Equality & Accessibility – 14.1, 14.6, 14.9 Additions to Confidentiality – 15.4 New approval board – 19.3 Removal of appendices – Education Curriculum Map. Individual schools to provide their own. Replace “gender-segregated” groups with smaller groups Removal of example letters to parents

Mission Statement

Epworth Education Trust is a Multi-Academy Trust established with the aim of providing outstanding learning and opportunities for the children within its care.

Children are our nation's most precious resource. Their school life and learning experience will shape them for the whole of their lives

Safeguarding Statement

At Epworth Education Trust we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Relationships, Sex and Health Education Policy

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Statement of intent

At the Epworth Education Trust and the schools within it, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

The Epworth Education Trust and the schools within it understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

Each faith school within the Trust will consult with its national religious authority to ensure the school's offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.

1. Legislation

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2021) Curriculum Planning for Relationships Education and Health Education in primary schools as part of Education Recovery

1.2. This policy operates in conjunction with the following Trust and school policies:

- Child Protection and Safeguarding Policy
- Positive Behaviour Policy
- Inclusion Policy
- Science Policy
- PSHE Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Online safety Policy
- Visitor Policy

2. Roles and responsibilities

2.1. The Local Advisory Board at each school within the Epworth Education Trust is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.

- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- [Faith schools only within the Trust] Ensuring the religious ethos of the school is maintained and developed through the subjects and that the school has consulted its national religious authority to ensure the policy reflects the school's Christian values.

2.2. The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the local advisory board on the effectiveness of this policy.

2.3. The subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher and local advisory board.

2.4. Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.

- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Trust’s Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the school’s Inclusion Manager/Senco to identify and respond to individual needs of pupils with SEND.
- Working with the subject leader to evaluate the quality of provision.

2.5. The Inclusion Manager/Senco is responsible for:

- Advising teaching staff how best to identify and support pupils’ individual needs.
- Advising staff on how best to meet pupils’ individual needs.

3. Organisation & Delivery of the curriculum

- 3.1. Every primary school is required to deliver statutory relationships education and health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the relationships and health and sex education will be through Personal, Social, Health and Economic (PSHE), Physical Education (PE) and Science.
- 3.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships, Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. The Trust is dedicated to ensuring it’s schools’ curriculums meet the needs of their whole-school community.

- 3.7. The relationships and health curriculum is informed by issues pertinent to individual schools and their wider community to ensure it is tailored to pupils' needs.
- 3.8. We consult with parents, pupils and staff in the following ways:
- Meetings
 - Training sessions
 - Newsletters and letters
 - Questionnaires & surveys
- 3.9. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by speaking to the Headteacher or member of SLT.
- 3.10. Each school within the Trust has organised a curriculum that is age-appropriate for pupils within each year group.
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.
- 3.12. Through effective organisation and delivery of the subject, the Epworth Education Trust and schools within it will ensure that:
- Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 3.13. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 3.14. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 3.15. Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality
- 3.16. At the point schools consider it appropriate to teach pupils about LGBTQ+, they will ensure that this content is fully integrated into the curriculum, rather

than delivered as a standalone unit or lesson. Schools will always consider the development and maturity of pupils before teaching this topic.

- 3.17. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 3.18. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 3.19. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 3.20. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 3.21. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 3.22. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age, development stage and cultural background of pupils.
- 3.23. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this, are outlined in the Online Safety Policy, and Acceptable Terms of Use Agreement.
- 3.24. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 3.25. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- 3.26. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours

and will avoid any resources or material that appear as instructive rather than preventative.

- 3.27. Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- 3.28. Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
- 3.29. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- 3.30. Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- 3.31. Any resources or materials used to support learning will be formally assessed by the subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 3.32. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 3.33. At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 3.34. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress.

4. Consultation with Parents

- 4.1. The Epworth Education Trust and the schools within it, understand the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we understand how important parents' views are in shaping each school's curriculum. The schools work closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum.

- 4.2. In each school, parents are provided with the following information:
- The content of the relationships, sex and health curriculum
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subject
 - Content of resources that will be used to support the curriculum
- 4.3. The schools aim to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.
- 4.4. Parents are consulted in the review of each school's curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships education content:

Below is an overview of the content all children within schools in the Epworth Education Trust will have covered by the end of primary school.

Families and people who care for me

- 5.1. By the end of primary school, pupils will know:
- That families are important for them growing up because they can give love, security and stability.
 - The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
 - That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
 - That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 - That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
 - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

5.2. By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

5.3. By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

5.4. By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

5.5. By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

6. Relationships education per year group

6.1. Each school within the Epworth Education Trust is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

- 6.2. The schools will always consider the age and development of pupils when deciding what will be taught in each year group.
- 6.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to high school.

Further information available in each school's Relationship Education Curriculum Map.

7. Health education overview

- 7.1. The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

- 7.2. By the end of primary school pupils will know:
 - That mental wellbeing is a normal part of daily life, in the same way as physical health.
 - That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
 - The scale of emotions that humans experience in response to different experiences and situations.
 - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
 - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
 - The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
 - Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
 - How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
 - That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
 - Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
 - That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

7.3. By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

7.4. By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

7.5. By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

7.6. By the end of primary school, pupils will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

7.7. By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

Basic first aid

7.8. By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

7.9. By the end of primary school, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

8. Health education per year group

8.1. Each school within the Epworth Education Trust is free to determine, within the statutory curriculum content outlined in outlined in section 7, what pupils are taught during each year group.

- 8.2. The school always considers the age and development of pupils when deciding what will be taught in each year group.
- 8.3. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Further information available in each school's Health Education Curriculum Map

9. Sex Education content:

To support pupils' transition from primary to high school, the DfE recommends that all primary schools should have a sex education programme in place tailored to the age and physical and emotional maturity of their pupils and ensures boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle.

For schools within the Epworth Education Trust, sex education which is beyond what is required of the science curriculum is taught in Years 5 and 6. Parents are fully consulted before the lessons take place to discuss content and delivery. Parents are given the opportunity to advise on what should be taught through sex education. The age and development of pupils is always considered when delivering sex education. During these lessons pupils may be taught in smaller segregated groups dependent upon the nature of the topic being taught.

It is statutory that all pupils must be taught the aspects of sex education outlined below (from the primary science curriculum – see appendix 1). This includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

Key stage 1

9.1. Pupils in Year 1 are taught:

- About the different ways in which they have changed since they were a baby, including the changes to their bodies.
- Biological names for various body parts including penis, vagina, testicles and breasts.
- The different words families may have for these body parts.

9.2. Pupils in Year 2 are taught:

- To match the correct body parts to a male and female.
- The function of clothing to make us look nice, keep us warm and keep certain parts of our bodies private.
- About the process of aging and the fact that this cannot be controlled.

Key stage 2

9.3. Pupils in Year 3 are taught:

- That humans reproduce and produce offspring.
- That women have babies and that in most animals, it is also the female that has babies.
- About the way a baby grows in its mother's uterus.
- About the word "puberty", and that this is used to explain when a child's body turns into an adult.

About the importance of hygiene.

- The biological terminology used to describe changes in boys' and girls' bodies as they go through puberty.
- That puberty is necessary in order for the body to be able to make babies.
- About stereotypical ideas regarding parenting and family roles.

9.4. Pupils in Year 4 are taught:

- That a baby is made when sperm from a man and a woman's egg joins.
- That they were made by a sperm and an egg and therefore have some of the characteristics of each of their parents.
- That girls begin periods once they have entered puberty and that this is a natural process necessary to being able to one day make a baby.
- To identify some of the changes which have already happened to their bodies (e.g. growing taller) and accepting that they cannot change these.
- About the importance of relationships, focussing on the development of friendships.

9.5. Pupils in Year 5 are taught:

- More about how girls' and boys' bodies change during puberty, including how they might feel about these changes.
- About 'self-image' and the idea that how they see themselves is not necessarily how others see them.
- That attraction to others of the opposite or same sex is a natural part of growing up.
- About what terms such as "gay" mean, as and when these terms arise.
- About different situations and scenarios represented in the world around them (e.g. same sex parents).
- To identify things that they are looking forward to about becoming a teenager and to understand that growing up brings responsibilities.
- That the legal age for sexual consent is 16.

9.6. Pupils in Year 6 are taught:

- That babies are made during sexual intercourse.
- That having a baby is a choice which responsible adults make when they are with someone they love.
- Strategies for the development of positive self-image and self-esteem.
- To use their knowledge to answer questions their peers may have about getting older.
- The importance of looking after themselves physically and emotionally.
- The way in which being physically attracted to someone might change the nature of the relationship that they have with each other.
- About what to expect in secondary school and to discuss any worries that they might have about this transition.

10. Working with External Experts

- 10.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 10.2. The schools will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 10.3. The schools will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 10.4. Before delivering the session, the schools will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 10.5. The schools will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 10.6. The schools will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 10.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

11. Curriculum links

11.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

11.2. Relationships, sex and health education will be linked to the following subjects in particular:

Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

PSHE – pupils learn about respect and difference, values and characteristics of individuals.

12. Training of staff

12.1. All staff members in the Trust will undergo training on a regular basis to ensure they are up-to-date with the relationships, sex and health education programme and associated issues.

12.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

13. Withdrawing from the subjects

13.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

13.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

13.3. The headteacher will grant withdrawal requests in accordance with point 13.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

13.4. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on

the pupil – this could include, for example, social and emotional effects of being excluded.

- 13.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.
- 13.6. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
- 13.7. The parent will be informed in writing of the headteacher's decision.
- 13.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

14. Equality and accessibility

- 14.1. The Trust and the schools within it understand their responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:
 - Age
 - Sex or sexual orientation
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
- 14.2. The Trust and the schools within it, is dedicated to delivering the sex and relationship education programme with sensitivity and respect, avoiding any derogatory or prejudicial terms which may cause offence.
- 14.3. The Trust and the schools within it, is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 14.4. The Trust and the schools within it, understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 14.5. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

- 14.6. Provisions under the Equality Act 2010 allow our schools to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 14.7. When deciding whether support is necessary to support pupils with a particular protected characteristic, the school will consider pupils' needs, including the gender and age range of the pupils.
- 14.8. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the Trust and the schools within it, implement a robust Positive Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.
- 14.9. The Trust and its schools understands that relationships, sex, and health education may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, we encourage staff to approach their line manager or the school's designated wellbeing lead to discuss this.

15. Confidentiality

- 15.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.
- 15.2. Teachers will, however, alert the Headteacher or other Designated Safeguarding Leaders (DSL) about any suspicions of inappropriate behaviour or potential abuse as per the Trust's Child Protection and Safeguarding Policy.
- 15.3. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Trust's Child Protection and Safeguarding Policy.
- 15.4. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

16. Behaviour

- 16.1. The Trust has a zero tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

- 16.2. Any bullying incidents caused as a result of the sex and relationship education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the schools
- 16.3. Any occurrence of these incidents should be reported to a member of school staff. These incidents will be dealt with following the processes in the school's Positive Behaviour Policy and Anti-Bullying Policy.
- 16.4. The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

17. Monitoring and review

- 17.1. The subject leader is responsible for monitoring the quality of teaching and learning. This may include:
 - Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
- 17.2. The subject leader will report to the headteacher and local advisory board on the quality of the subjects.
- 17.3. This policy will be reviewed by the Trust in conjunction with the Headteachers on an annual basis. This policy will also be reviewed in light of any changes to statutory guidance or national or local issues that arise and need addressing.
- 17.4. The Trustees Standards Committee is responsible for approving this policy
- 17.5. Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix 1 – Science national curriculum

In accordance with the DfE's 'RSE and Health Education Guidance' 2019, there are certain aspects of sex and relationship education which are compulsory for pupils to learn as they progress through the key stages.

Key stage	Pupils must be taught:
Key stage 1	<ul style="list-style-type: none">• That animals, including humans, move, feed, grow, use their senses and reproduce.• To recognise and compare the main external parts of the bodies of humans.• That humans and animals can produce offspring, and they grow into adults.• To recognise similarities and differences between themselves and others.• To treat others with sensitivity.
Key stage 2	<ul style="list-style-type: none">• That nutrition, growth and reproduction are common life processes for humans and other animals.• About the main stages of the human life cycle.
Key stage 3	<ul style="list-style-type: none">• That fertilisation in humans is the fusion between the egg and sperm.• About the physical and emotional changes that take place during adolescence.• How the foetus grows and develops.• How the growth and reproduction of bacteria and viruses can affect health.
Key stage 4	<ul style="list-style-type: none">• The way in which hormonal control occurs, including the effects of sex hormones.• The medical uses of some hormones, including the control of fertility.• The defence mechanisms of the body.• How sex is determined in humans.

Appendix 2 – Useful Resources

[DfE RSHE Curriculum](#)

[Teacher Training - Teaching Respectful Relationships](#)

[Plan your RSHE curriculum](#)

[Teacher Training Modules](#)

[DfE RSHE Curriculum \(Education recovery\)](#)