Relationship Education, Relationship and Sex Education and Health Education Policy

Thomas Hinderwell Primary Academy

Document Management Information

Applicable to:	All staff in Thomas Hinderwell 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 ASC 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:	The policy will be shared with all staff as part of induction and prior to delivering the Jigsaw scheme of work. Individual training needs will be identified and provided for.
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Rachel Milner, SENCo and DSL, ~~May 2020~~
Executive Policy Owner:	Simon Rose
Approval by:	The Education Committee
Approval Date:	~~DD – MMM – YYYY~~30-SEP-2024~~0~~
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Commented [JJ1]: I removed Mark's name.

Revision History

Document version	Description of Revision	Date Approved
Eg 0.1	[Guide: Draft document]	
Eg 1.0	[Guide: Approved document]	
Eg 1.1	[Guide: New version of an approved document with minor amends]	
Eg 2.0	[Guide: New version of a document with major amends]	

David Ross Education Trust
Broadening Horizons

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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

2.1. 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.

2.2. 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.

2.3. 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

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

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

3.1.2. Keeping children safe in education 2019

3.1.3. Behaviour and discipline in schools

3.1.4. Mental health and behaviour in schools

3.1.5. Sexual violence and sexual harassment between children in schools

3.1.6. The SEN Code of Practice 2015

3.1.7. The Equality Act 2010

4. Definitions

4.1. Commentary or list of key definitions here, eg:

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

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

4.1.3. **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

5.1. All academies in the Trust will:

5.1.1. Create a safe environment where pupils are able to discuss personal and sensitive issues. Relationships 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.

5.1.2. 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.

5.1.3. 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.

5.1.4. 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.

5.2. Pupils are entitled to the curriculum which will:

5.2.1. 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;

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

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

5.2.4. 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;

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

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

5.2.7. 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;

5.2.8. 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;

5.2.9. Be delivered by competent and confident educators;

5.2.10. 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.

5.3. Teaching

5.3.1. 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.

5.3.2. 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

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

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

6.1.3. 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;

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

7. Procedures

7.1. Relationship education is directly taught through the Jigsaw scheme of work. The content of this scheme and the timings in the school year when it is delivered can be seen in the table below.

Year Group	**Relationships Unit** Taught during the first half of the summer term	**Changing Me Unit** Taught during the second half of the summer term
Nursery	• I can tell you about my family • I understand how to make friends if I feel lonely • I can tell you some of the things I like about my friends • I know what to say and do if somebody is mean to me • I can use Calm Me time to manage my feelings • I can work together and enjoy being with my friends	• I can name parts of my body and show respect for myself • I can tell you some things I can do and some food I can eat to be healthy • I understand that we all start as babies and grow into children and then adults • I know that I grow and change • I can talk about how I feel moving to School from Nursery • I can remember some fun things about Nursery this year
Reception	• I can identify some of the jobs I do in my family and how I feel like I belong	• I can name parts of the body

	• I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend	• I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception
Year 1	• I can identify the members of my family and understand that there are lots of different types of families • I can identify what being a good friend means to me • I know appropriate ways of physical contact to greet my friends and know which ways I prefer • I know who can help me in my school community • I can recognise my qualities as person and a friend • I can tell you why I appreciate someone who is special to me	• I am starting to understand the life cycles of animals and humans • I can tell you some things about me that have changed and some things about me that have stayed the same • I can tell you how my body has changed since I was a baby • I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus • I understand that every time I learn something new I change a little bit • I can tell you about changes that have happened in my life
Year 2	• I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I can identify some of the things that cause conflict with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I recognise and appreciate people who can help me in my family, my school and my community • I can express my appreciation for the people in my special relationships	• I can recognise cycles of life in nature • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can recognise how my body has changed since I was a baby and where I am in the continuum from young to old • I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private • I understand there are different types of touch and can tell you which ones I like and don't like • I can identify what I am looking forward to when I move to my next class

Year 3	• I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • I can identify and put into practice some of the skills of friendship • I know and can use some strategies for keeping myself safe online • I can explain how some of the actions and work of people around the world help and influence my life • I understand how my needs and rights are shared by children around the world and can identify how our lives may be different • I know how to express my appreciation to my friends and family	• I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • I understand how babies grow and develop in the mother's uterus • I understand what a baby needs to live and grow • I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • I can start to recognise stereotypical ideas I might have about parenting and family roles • I can identify what I am looking forward to when I move to my next class
Year 4	• I can recognise situations which can cause jealousy in relationships • I can identify someone I love and can express why they are special to me • I can tell you about someone I know that I no longer see • I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends • I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older • I know how to show love and appreciation to the people and animals who are special to me	• I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm • I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby • I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I know how the circle of change works and can apply it to changes I want to make in my life • I can identify changes that have been and may continue to be outside of my control that I learnt to accept • I can identify what I am looking forward to when I move to a new class
Year 5	• I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities	• I am aware of my own self-image and how my body image fits into that • I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally

	• I understand that belonging to an online community can have positive and negative consequences • I understand there are rights and responsibilities in an online community or social network • I know there are rights and responsibilities when playing a game online • I can recognise when I am spending too much time using devices (screen time) • I can explain how to stay safe when using technology to communicate with my friends	• I can describe how boys' and girls' bodies changes during puberty • I understand that sexual intercourse can lead to conception and that is how babies are usually made • I also understand that sometimes people need IVF to help them have a baby • I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) • I can identify what I am looking forward to when I move to my next class
Year 6	• I know that it is important to take care of my mental health • I know how to take care of my mental health • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when people are trying to gain power or control • I can judge whether something online is safe and helpful for me • I can use technology positively and safely to communicate with my friends and family	• I am aware of my own self-image and how my body image fits into that • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can identify what I am looking forward to and what worries me about the transition to secondary school/or moving to my next class

7.2. Relationship education is delivered by the class teacher.

7.3. The policy has been produced in collaboration with the trust and in consultation with parents and children.

7.4. Teachers will make appropriate adaptions to the way the scheme is delivered to ensure that all children can access its content, including those children with special educational needs and/or disabilities (SEN/D). Adaptions may include the pre-teaching of key vocabulary and concepts, the use of visual representations to support understanding and opportunities for individuals to talk through concerns with key workers.

7.5. If parents are concerned regarding the content of our curriculum or the way in which it is being delivered, we encourage them to discuss this with their child's class teacher in the first instance.

Parents will be invited to discuss their concerns with a view to making the necessary adaptions for their child to participate in those lessons. However, if it is felt inappropriate for the child to take part, parents have the right to withdraw their child from relationships education and can do so in writing to the principal.

8. Reporting and Consequences of Non-Compliance

8.1. Compliance will be monitored through curriculum audit and quality assurance procedures and reported in the Principal's report to the Director of Primary Education ~~Education~~.

9. Policy Status

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

10. 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