

The Wildings

Relationships, Sex and Health Education Policy Primary (Steps 1-6)



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# **Statement of intent**

At The Wildings, we are focused on our values, connection, equality, democracy and self-awareness. These values run through all our curriculum areas including our relationships, sex and health education. We are focused on trauma recovery and helping to build resilience in our young people. We understand that it is fundamental to a young person’s social, emotional and growth to support them to form positive connections with themselves and others.

We also understand that young people 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 young person. Schools that are teaching primary aged young people, also have the option to decide whether they are taught sex education.

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

We understand our responsibility to plan and deliver a high-quality, age, stage appropriate, and evidence-based relationships, sex and health curriculum that meets the needs for all our young people. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

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# **Legal framework**

* 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 2020
* 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’
* Keeping Children Safe in Education (2023)
  1. This policy operates in conjunction with the following school policies:
* Child Protection and Safeguarding Policy
* Communication Policy
* SEND Policy
* Inclusion Policy
* Equal Opportunities Policy
* Confidentiality Policy
* Anti-Bullying Policy
* Social, Emotional and Mental Health (SEMH) Policy
* Online-safety Policy
* Visitor Policy
* Child-on-child abuse policy
* School Improvement Plan (SIP)

# **Roles and responsibilities**

* 1. The governing board will be responsible for:
* Ensuring all young people make progress.
* 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 young people.
* Providing clear information for parents/ adults with parental responsibility on subject content and their rights to request that their children are withdrawn.
* Making sure the subjects are resourced and timetabled in a way that ensures the school can fulfil its legal obligations.
* Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school’s website and provided free of charge to anyone who requests it.
* Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
* Ensuring that all colleagues receive ongoing training on issues relating to PSHE.
* Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.
  1. The principal will be responsible for:
* The overall implementation of this policy.
* Ensuring colleagues are suitably trained to deliver the subjects.
* Reviewing requests from parents/carers to withdraw their children from the subjects.
* Discussing requests for withdrawal with parents/carers.
* Reporting to the governing board on the effectiveness of this policy.
* Reviewing this policy on an annual basis.
* Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject
* Ensuring that parents/carers are fully informed of this policy and the RHE resources are available to parents/carers beforehand.
  1. The PSHE lead will be responsible for:
* Overseeing and delivering the subjects.
* Ensuring the subjects are age and stage appropriate and of high-quality.
* 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 our young people.
* All colleagues will be teaching aspects of relationship and health education. A colleague will work with other colleagues 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 principal.
* Work closely with the DSL liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
* Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all our young people.
* 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 Child Protection and Safeguarding Policy.
* Acting in accordance with planning, monitoring and assessment requirements for the subjects.

Parents/carers are responsible for:

* Enabling their children to grow and mature and to form healthy relationships.
* Supporting their children through their personal development and the emotional and physical aspects of growing up.
* Ensuring that they are aware of aspects of the curriculum.
* Supporting their children’s personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
* Seeking additional support in this from the school where they feel it is needed.

# **Organisation of the curriculum**

* 1. Every school with primary aged school young people is required to deliver statutory relationships education and health education.
  2. “Relationships education” is defined as teaching young people about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
  3. “Health education” is defined as teaching young people about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
  4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school’s PSHE curriculum.
  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.( Last updated 9th July 2020)
  6. The relationships and health curriculum will take into account the views of teachers, young people and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
  7. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to young people’ needs;
  8. We will consult with parents/carers, young people and colleagues in the following ways:
* Questionnaires and surveys
* Meetings
* Training sessions
* Newsletters and letters
  1. Any parent/carer, colleague or young person wishing to provide feedback about the curriculum can do so at any time during the academic year by:
* Organising a meeting with the principal.
* Emailing [info@thewildings.co.uk](about:blank)
* School meetings
* Discussions with colleagues
  1. The school has organised a curriculum that is stage appropriate for young people based on their individual needs.
  2. When organising the curriculum, the religious backgrounds of all young people will be considered, so that the topics that are covered are taught appropriately.

# **Consultation with parents/carers**

* 1. The school understands the important role parents play in enhancing their children’s understanding of relationships, sex and health. Similarly, we also understand how important parents’/carers’ views are in shaping the curriculum.
  2. The school will work closely with parents/carers by establishing open communication – all parents/adults with parental responsibility will be consulted in the development and delivery of the curriculum, as outlined in [section 3](#_heading=h.qsh70q) of this policy.
  3. Parents/carers 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 step.
* The legalities surrounding withdrawing their child from the subjects
* The resources that will be used to support the curriculum
  1. The school aims to build positive relationships with parents/carers by having conversations to discuss what will be taught, address any concerns and help parents/carers in managing conversations with their children on the issues covered by the curriculum.
  2. Parents/carers are encouraged to provide their views at any time.
  3. The school will permit parents/carers access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents/carers from seeing materials.

# **Relationships education overview**

**Families and people who care for me**

At the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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.

At the Wildings we recognise that young peoples’ previous trauma, disruptions in education, previous knowledge and experiences, SEND and/or SEMH needs will influence the steps in which they are working within.

# **Relationships education per step**

* 1. The school is free to determine, within the statutory curriculum content outlined in [section 5](#_heading=h.1t3h5sf), what young people are taught during each year group. At the Wildings the Relationships, RSE (sex) and health education are taught in steps, rather than year groups, so that it always considers the development and individual needs of young people when deciding what should be taught.
  2. The school plans a progressive curriculum, so that topics are built upon prior knowledge taught in previous years. The school will also identify gaps in learning due to missed education and/or engagement with the subject.

6.3 **Step 1,**

* Roles of different people, families and feeling cared for.
* Recognising privacy, staying safe and asking permission.
* How behaviour affects others, making connections with themselves and others.

6.4 **Step 2**

* Making friends
* Feeling lonely and seeking help
* Managing secrets
* Resisting pressure
* Recognising hurtful behaviour
* Seeking help
* Recognising that we have similarities and differences to others
* Co-operation during work and play
* Sharing opinions

6.5 **Step 3**

* What makes a family, features of family life
* Personal boundaries
* Safely responding to others
* The impact of hurtful behaviour
* Recognising positive connections
* Features of positive connections

* 1. **Step 4**
* Positive friendships ( including online friendships)
* Responding to hurtful behaviour
* Confidentiality (including risks online)
* Valuing differences and discussing differences sensitively

* 1. **Step 5**
* Managing friendships and peer influence
* Physical contact, consent and feeling safe
* Responding positively to a wide range of people and recognising prejudice and discrimination
  1. **Step 6**
* Attraction to others, romantic relationships, civil partnerships, marriages and committed relationships.
* Recognising and managing pressure; consent in different situations
* Expressing opinions and listening and valuing others’ opinions (including discussing topical issues)

# **Health education overview**

* 1. The focus at key stage two is teaching the characteristics of good physical health and mental wellbeing.

**Mental wellbeing**

* 1. By the end of key stage two, we will aim for young people to know:
* That mental wellbeing is a normal part of daily life, in the same way as physical health.
* That there is a 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 manage strong feelings and emotions.
* 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 young people and that it is very important they discuss their feelings with a trusted 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**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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 speaking to colleagues in school if they are worried about their health.

**Healthy eating**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to know:
* The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and prevention**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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**

* 1. By the end of key stage two, we will aim for young people to 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.

# **Health education per step**

* 1. The school is free to determine, within the statutory curriculum content outlined in [section 7](#_heading=h.3rdcrjn), what young people are taught during each year group. At the Wildings health education taught in steps, rather than year groups, so that it always considers the development, age, stage and individual needs of young people when deciding what should be taught.
  2. The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years. The school will also identify gaps in learning due to missed education and/or engagement with the curriculum .
  3. **Step 1**
* Keeping healthy, food and exercise
* Hygiene routines
* Sun safety
* Recognising what makes them unique
* Managing feelings
* How age and restrictions help us to stay safe, including keeping safe online
  1. **Step 2**
* Why sleep is important
* Medicines and keeping healthy
* Keeping teeth healthy
* Managing feelings and asking for help ( building on step 1)
* Safety in different environment
* Risk and safety at home
* Dealing with emergencies
  1. **Step 3**
* Health choices and habits
* What affects feelings
* Expressing feelings
* Personal strengths and achievements
* Managing and reframing setbacks
* Risks and hazards
* Safety in the local environment and unfamiliar places
  1. **Step 4**
* Balancing a healthy lifestyle
* Maintaining oral and dental hygiene ( building on step 2)
* Medicines and household products (building on step 2)
* Drugs in everyday life (building in step 2)

* 1. **Step 5**
* Healthy sleep habits (building on step 2)
* Sun Safety, including the risk of cancer (building on step 1)
* Vaccinations, immunisations and allergies
* Personal identity, recognising individuality and different qualities
* Exploring mental health
* Keeping safe in a wider range of situations including responding to emergencies and first aid
* Honour based abuse (HBA) including FGM awareness . Will be deferred to later steps if more appropriate for the young person/people
  1. **Step 6**
* What affects mental health and ways to take of it
* Managing change (including loss and bereavement)
* Managing time online
* Keeping safe online, regulations and choices
* Keeping personal information safe
* Drug use and the law
* Drug use and the media

# **Sex education**

* 1. All young people must be taught the aspects of sex education outlined in the primary science curriculum – 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.
  2. The school is free to determine whether young people should be taught sex education beyond what is required of the national curriculum.
  3. At our school, we do teach young people sex education beyond what is required of the science curriculum.
  4. Parents/carers will be consulted in the organisation and delivery of our sex education curriculum, in accordance with [section 3](#_heading=h.qsh70q) and [section 4](#_heading=h.3dy6vkm) of this policy.
  5. Parents/carers will be given the opportunity to advise on what should be taught through sex education.
  6. The age, development, stage and individual needs of young people are always considered. At the Wildings sex education forms part of growing and changing under health and wellbeing in the PSHE curriculum. This is so sex education builds on other knowledge in the PSHE curriculum in a holistic approach.

Specific areas of sex education within our relationships and health and wellbeing area of our curriculum

* 1. **Step 2**
* Growing older, the different stages of human life, naming body parts

* 1. **Step 4**
* Puberty; the physical and emotional changes
* Support with puberty
* Personal hygiene routines
* External genitalia
  1. **Step 6**
* Human reproduction and birth
* Puberty including a discussion on masturbation

# **Delivery of the curriculum**

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Young people will receive their entitlement for learning PSHE through a spiral curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

* 1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.
  2. Through effective organisation and delivery of the subject, we will ensure that:
* Core knowledge is sectioned into units of manageable size.
* The required content is communicated to young people clearly, in a carefully sequenced way, within a planned scheme of work. Schemes of work will be flexible to meet the needs of our young people.
* Teaching includes sufficient and well-chosen opportunities and contexts for young people to embed new knowledge so that it can be used confidently in real-life situations.
  1. 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.
  2. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that young people understand what the law does and does not allow, and the wider legal implications of the decisions they make.

All types of relationships will be discussed in relationships education which includes LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. The school will ensure it is communicated to parents and stakeholders that LGBTQ+ relationships and content are not inherently sexual in nature, and parents do not have the right to withdraw their children specifically from lessons regarding LGBTQ+ issues.

The school ensures that all teaching and materials are appropriate for the ages of the young people, their religious backgrounds, their developmental stages and their additional SEND and SEMH needs.In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

* 1. Lesson plans will provide appropriate challenges for young people and be differentiated for young peoples’ needs.
  2. Lessons may be taught in 1:1 sessions or small groups, depending upon the nature of the topic being delivered at the time and young people’s needs.
  3. Throughout the steps appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
  4. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of young people.
  5. Young people 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 school’s online safety policy.
  6. Colleagues will establish what is appropriate for one-to-one and group settings, and alter their teaching of the programme accordingly.
  7. Colleagues will ensure that young people’ views are listened to and will encourage them to ask questions and engage in discussion. Colleagues will answer questions sensitively, honestly and appropriate to the young person’s age and developmental stage.
  8. Colleagues will focus on healthy relationships, sensitivity will always be given as to not stigmatise young people based on their home circumstances.
  9. Colleagues 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.
  10. Colleagues will ensure lesson plans focus on challenging perceived views of young people based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
  11. Resources or materials used to support learning will be assessed by colleaguesbefore use to ensure they are appropriate for the age, developmental stage and maturity of young people, and sensitive to their needs.
  12. In teaching the curriculum, colleagues will be aware that young people may raise topics such as self-harm and suicide. When talking about these topics in lessons, colleagues will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
  13. At all points of delivery of this programme, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
  14. Colleagues will undertake informal assessments to determine a young person’s progress – these may include the following:
* Quizzes
* Group tasks
* Projects
* Class discussions
* Peer and self-assessment opportunities
* Listening and observing

10.23 Colleagues will work closely with the DSL and each other to ensure that concerns and safeguarding issues are addressed effectively and in line with our child protection and safeguarding policy.

# **Working with external experts**

* The school may invite guest speakers into school to talk on issues related to RHE, e.g. an expert or experienced health professional who can challenge young people’s perceptions. A teacher will be present throughout these lessons.
* Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents/carers to view prior to lesson delivery.

Before delivering the session, the school will:

* Ensure the lesson the external expert has planned fits with the school’s planned curriculum and this policy.
* Ensure the expert’s credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
* Discuss the details of the expert’s lesson plan and ensure that the content is age-appropriate and accessible for the young people.
* Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all young peoples’ needs, including those with SEND.
* 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.

1. **Equality and accessibility**
   1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any young person because of their:

* Age
* Sex or sexual orientation
* Race
* Disability
* Religion or belief
* Gender reassignment
* Pregnancy or maternity
* Marriage or civil partnership
  1. The school is committed and driven to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
  2. Provisions under the Equality Act 2010 allow our school 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.
  3. When deciding whether support is necessary to support young people with a particular protected characteristic, we will consider our young people’s needs.
  4. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a Communication Policy, as well as a Child Protection and Safeguarding Policy and child-on-child abuse policy

# **Curriculum links**

Relationships, sex and health education will be delivered in PSHE lessons, however Relationships, Sex and Health education may be linked to enquiry sessions within our curriculum.

RSE and health education is part of our PSHE curriculum.

# 

# **Withdrawing from the subjects**

* 1. Relationships and health education are statutory for primary aged young people and parents/carers **do not** have the right to withdraw their child from the subjects.
  2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents/adults with parental responsibility have the right to request to withdraw their child from all or part of the sex education curriculum.
  3. The principle will automatically grant withdrawal requests in accordance with point 14.2; however, the principle will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
  4. The principal will discuss with the parent/carer, the benefits of receiving this important education.
  5. The principal will keep a record of the discussion between themselves, the young person and the parent/carer.
  6. The principal will grant a parent’s/carer’s request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.
  7. The parent/carer will be informed in writing of the principal's decision.

# **Behaviour**

* 1. The school has a zero-tolerance approach to bullying. We aim to foster an environment that is based on positive connections and understanding for one another.
  2. Any bullying incidents caused as a result of the Relationships, Sex and Health education programme, such as those relating to sexual orientation, will be addressed with as seriously as other bullying incidents within our democratic processes.
  3. These incidents will be dealt with following the processes in our Communication Policy and Anti-Bullying Policy.
  4. The principal 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 young person.

# **Colleagues training**

16.1 Training will be provided to relevant colleagues on a basis of need to ensure they are up-to-date with the Relationships, Sex and Health education curriculum.

* 1. Training of colleagues will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

# **Confidentiality**

* The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.
* It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school’s Child Protection and Safeguarding Policy should be followed.

Young people will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the young people will be informed of the procedure. Colleagues who breach the right to a young person's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school’s Disciplinary Policy and Procedure.

# **Monitoring quality**

* 1. A colleague will be responsible for monitoring the quality of teaching and learning of the subjects.
  2. A colleague will conduct ongoing subject assessments, which will include a mixture of the following:
* Self-evaluations
* Topic feedback from young people
* Marking young people’s work
* Lesson planning scrutiny
  1. A colleague will monitor the progress of young people and make that data available to the principal and governing board.
  2. A colleague will work regularly and consistently with the principal, DSL and other colleagues, to evaluate the effectiveness of the subjects and implement any changes.

# **Monitoring and review**

* 1. This policy will be reviewed on an annual basis by a colleague and principal. The next scheduled review date for this policy is November 2024
  2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, colleagues or young people, and issues in the school or local area that may need addressing.
  3. The governing board is responsible for approving this policy.
  4. Any changes made to this policy will be communicated to all colleagues, parents/ carers and young people.