

Ormiston Academies Trust

# Packmoor Ormiston Academy

## Relationships Education, Sex Education and Health Education policy (primary)

### Policy version control

Policy type	Statutory, OAT template strongly recommended
Authors In Consultation with	Bryden Joy, Senior LP for Personal Development Sarah Stephenson, Ormiston South Parade Academy
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## Statement of intent

At Packmoor Ormiston Academy 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 Education and Health Education, which must be delivered to every primary-aged pupil. Primary Academies also have the option to decide whether pupils are taught Sex Education.

Relationships Education focuses 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.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based Relationships Education, Sex Education and Health Education curriculum for all our pupils. This policy sets out the framework for our curriculum, providing clarity on how it is informed, organised and delivered.

Signed by:

\_\_\_\_\_ Principal Date:

\_\_\_\_\_ Chair of governors Date:

# 1. Legal Framework

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

- 1.1.1. Section 80A of the Education Act 2002
- 1.1.2. Children and Social Work Act 2017
- 1.1.3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- 1.1.4. Equality Act 2010
- 1.1.5. DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- 1.1.6. Keeping Children Safe in Education 2023
- 1.1.7. Prevent
- 1.1.8. British Values
- 1.1.9. DfE (2013) 'Science programmes of study: key stages 1 and 2'
- 1.1.10. Physical Education Curriculum
- 1.1.11. Design and Technology Curriculum
- 1.1.12. Computing Curriculum

1.2. This policy operates in conjunction with the following academy policies:

- 1.2.1. Anti-Bullying policy
- 1.2.2. Behaviour policy
- 1.2.3. Child Protection and Safeguarding policy
- 1.2.4. Equality policy
- 1.2.5. eSafety & eSecurity policy
- 1.2.6. Privacy Notice for pupil and parents
- 1.2.7. SEND policy
- 1.2.8. Visitor policy

## 2. Roles and responsibilities

### 2.1. The governing board is responsible for:

- 2.1.1. Ensuring all pupils make progress in achieving the expected educational outcomes.
- 2.1.2. Ensuring the curriculum is well led, effectively managed and well planned.
- 2.1.3. Evaluating the quality of provision through regular and effective self-evaluation.
- 2.1.4. Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- 2.1.5. Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- 2.1.6. Making sure the subjects are resourced, staffed and timetabled in a way that ensures the academy can fulfil its legal obligations.

### 2.2. The principal is responsible for:

- 2.2.1. The overall implementation of this policy.
- 2.2.2. Ensuring staff are suitably trained to deliver the subjects.
- 2.2.3. Ensuring that parents are fully informed of this policy.
- 2.2.4. Reviewing requests from parents to withdraw their children from the subjects.
- 2.2.5. Discussing requests for withdrawal with parents.
- 2.2.6. Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- 2.2.7. Reporting to the governing board on the effectiveness of this policy.
- 2.2.8. Reviewing this policy on an annual basis.

### 2.3. The Relationships, Sex and Health Education subject leader is responsible for:

- 2.3.1. Overseeing the delivery of the subjects.
- 2.3.2. Ensuring the subjects are age-appropriate and high-quality.
- 2.3.3. Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- 2.3.4. Ensuring the academy meets its statutory requirements in relation to Relationship Education, Sex Education and Health Education.

2.3.5. Ensuring the Relationships, Sex and Health Education curriculum is inclusive and accessible for all pupils.

2.3.6. Working with other subject leaders to ensure the Relationships, Sex and Health Education curriculum complements, but does not duplicate, the content covered in the national curriculum.

2.3.7. Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

2.3.8. Communicating the content of the curriculum with parents/carers.

2.3.9. Ensuring the curriculum is communicated effectively on the school website.

2.3.10. Leading on assessment and reporting for PSHE and monitoring the progress of the children.

2.4. All teachers are responsible for:

2.4.1. Delivering a high-quality and age-appropriate Relationship Education, Sex Education and Health Education in line with statutory requirements.

2.4.2. Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.

2.4.3. Ensuring they do not express personal views or beliefs when delivering the programme.

2.4.4. Modelling positive attitudes to Relationships, Sex and Health Education.

2.4.5. Responding to any safeguarding concerns in line with the Child Protection and Safeguarding policy.

2.4.6. Acting in accordance with planning, monitoring and assessment requirements for the subjects.

2.4.7. Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.

2.4.8. Working with the Relationships, Sex and Health Education subject leader to evaluate the quality of provision

2.5. The SENCO is responsible for:

2.5.1. Advising teaching staff how best to identify and support pupils' individual needs.

2.5.2. Advising staff on the use of TAs in order to meet pupils' individual needs.

## 3. Organisation 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, focusing 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, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the Relationships Education and Health Education coincide with one another and will be delivered as part of the academy’s PSHE curriculum.
- 3.5. The Relationships Education and Health Education 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 Education and Health Education curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The Relationships Education and Health Education curriculum is informed by issues in the academy and wider community to ensure it is tailored to pupils’ needs; for example, if figures showed that there was a local increase in child obesity, our curriculum would be tailored to address this issue.
- 3.8. We consult with parents/carers, pupils and staff in the following ways:
  - Questionnaires and surveys
  - Meetings
  - Training sessions
  - Newsletters and letters
- 3.9. Any parent/carers, teacher or pupil 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: [packmoor@packmoor.co.uk](mailto:packmoor@packmoor.co.uk)
- 3.10. The academy has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents/carers and pupils.
- 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.

## 4. Consultation with parents/carers

- 4.1. The academy understands the important role parents/carers 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.
- 4.2. The academy works closely with parents/carers by establishing open communication – all parents/carers are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.
- 4.3. Parents/carers are provided with the following information:
  - The content of the Relationship Education, Sex Education and Health Education
  - The delivery of the Relationship Education, Sex Education and Health Education, including what is taught in each year group
  - The legalities surrounding withdrawing their child from the subjects
  - The resources that will be used to support the curriculum
- 4.4. The academy aims to build positive relationships with parents/carers by inviting them into school 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.
- 4.5. Parents/carers are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

## 5. Relationship Education overview

### Families and people who care for me

- 5.1. By the end of primary school, pupils will know:
  - 5.1.1. That families are important for them growing up because they can give love, security and stability.
  - 5.1.2. 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.
  - 5.1.3. 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.
  - 5.1.4. 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.
  - 5.1.5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

5.1.6. 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:

5.2.1. How important friendships are in making us feel happy and secure, and how people choose and make friends.

5.2.2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

5.2.3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

5.2.4. 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.

5.2.5. How to recognise who to trust and who not to trust.

5.2.6. How to judge when a friendship is making them feel unhappy or uncomfortable.

5.2.7. How to manage conflict.

5.2.8. 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:

5.3.1. 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.

5.3.2. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.

5.3.3. The conventions of courtesy and manners.

5.3.4. The importance of self-respect and how this links to their own happiness.

5.3.5. 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.

5.3.6. 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.

5.3.7. What a stereotype is, and how they can be unfair, negative or destructive.

5.3.8. 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:

5.4.1. That people sometimes behave differently online, including pretending to be someone they are not.

5.4.2. 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.

5.4.3. The rules and principles for keeping safe online.

5.4.4. How to recognise harmful content and contact online, and how to report these.

5.4.5. How to critically consider their online friendships and sources of information.

5.4.6. The risks associated with people they have never met.

5.4.7. How information and data is shared and used online.

## Being Safe

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

5.5.1. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.

5.5.2. About the concept of privacy and the implications of it for both children and adults.

5.5.3. That it is not always right to keep secrets if they relate to being safe.

5.5.4. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

5.5.5. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.

5.5.6. How to recognise and report feelings of being unsafe or feeling bad about any adult.

5.5.7. How to ask for advice or help for themselves and others, and to keep trying until they are heard.

5.5.8. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

5.5.9. Where to seek advice, for example, from their family, their school and other sources.

## 6. Relationships Education per year group

- 6.1. The academy is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.
- 6.2. The academy always considers the age and development of pupils when deciding what will be taught in each year group.
- 6.3. The academy 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.

### Reception and Year 1

About people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.

The role these different people play in children's lives and how they care for them.

What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.

About the importance of telling someone and how to tell them, if they are worried about something in their family.

### Year 2

How to be a good friend, e.g. kindness, listening, honest.

About different ways that people meet and make friends.

Strategies for positive play with friends, e.g. joining in, including others, etc.

About what causes arguments between friends.

How to positively resolve arguments between friends.

How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.

### Year 3

How to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.

That being part of a family provides support, stability and love.

About the positive aspects of being part of a family, such as spending time together and caring for each other.

About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty.

To identify if/when something in a family might make someone upset or worried.

What to do and whom to tell if family relationships are making them feel unhappy or unsafe.

## Year 4

About the features of positive healthy friendships such as mutual respect, trust and sharing interests.

Strategies to build positive friendships.

How to seek support with relationships if they feel lonely or excluded.

How to communicate respectfully with friends when using digital devices.

How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.

What to do or whom to tell if they are worried about any contact online.

## Year 5

What makes a healthy friendship and how they make people feel included.

Strategies to help someone feel included.

About peer influence and how it can make people feel or behave.

The impact of the need for peer approval in different situations, including online.

Strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.

That it is common for friendships to experience challenges.

Strategies to positively resolve disputes and reconcile differences in friendships.

That friendships can change over time and the benefits of having new and different types of friends.

How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.

When and how to seek support in relation to friendships.

## Year 6

What it means to be attracted to someone and different kinds of loving relationships.

That people who love each other can be of any gender, ethnicity or faith.

The difference between gender identity and sexual orientation and everyone's right to be loved.

About the qualities of healthy relationships that help individuals flourish.

Ways in which couples show their love and commitment to one another, including those who are not married or who live apart.

What marriage and civil partnership mean e.g. a legal declaration of commitment made by two

adults.

That people have the right to choose whom they marry or whether to get married.

That to force anyone into marriage is illegal.

How and where to report forced marriage or ask for help if they are worried.

## 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:

7.2.1. That mental wellbeing is a normal part of daily life, in the same way as physical health.

7.2.2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.

7.2.3. The scale of emotions that humans experience in response to different experiences and situations.

7.2.4. 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.

7.2.5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

7.2.6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.

7.2.7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.

7.2.8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.

7.2.9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

7.2.10. 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.

- 7.2.11. 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:

- 7.3.1. That for most people, the internet is an integral part of life and has many benefits.
- 7.3.2. About the benefits of rationing time spent online.
- 7.3.3. The risks of excessive time spent on electronic devices.
- 7.3.4. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- 7.3.5. How to consider the effect of their online actions on others.
- 7.3.6. How to recognise and display respectful behaviour online.
- 7.3.7. The importance of keeping personal information private.
- 7.3.8. Why social media, some computer games and online gaming, for example, are age-restricted.
- 7.3.9. 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.
- 7.3.10. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- 7.3.11. 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:

- 7.4.1. The characteristics and mental and physical benefits of an active lifestyle.
- 7.4.2. 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.
- 7.4.3. The risks associated with an inactive lifestyle, including obesity.
- 7.4.4. 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:

7.5.1. What constitutes a healthy diet, including an understanding of calories and other nutritional content.

7.5.2. The principles of planning and preparing a range of healthy meals.

7.5.3. 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:

7.6.1. 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:

7.7.1. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.

7.7.2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

7.7.3. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.

7.7.4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

7.7.5. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.

7.7.6. The facts and science relating to immunisation and vaccination.

## Basic first aid

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

7.8.1. How to make a clear and efficient call to emergency services if necessary.

7.8.2. 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:

7.9.1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

7.9.2. About menstrual wellbeing and key facts relating to the menstrual cycle.

## 8. Health Education per year group

- 8.1. The academy is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.
- 8.2. The academy always considers the age and development of pupils when deciding what will be taught in each year group.
- 8.3. The academy 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.

### Reception and Year 1

What it means to be healthy and why it is important.

Ways to take care of themselves on a daily basis.

About basic hygiene routines, e.g. hand washing.

About healthy and unhealthy foods, including sugar intake.

About physical activity and how it keeps people healthy.

About different types of play, including balancing indoor, outdoor and screen-based play.

About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.

How to keep safe in the sun.

### Year 2

About routines and habits for maintaining good physical and mental health.

Why sleep and rest are important for growing and keeping healthy.

That medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.

The importance of, and routines for, brushing teeth and visiting the dentist.

About food and drink that affect dental health.

How to describe and share a range of feelings.

Ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.

How to manage big feelings including those associated with change, loss and bereavement.

When and how to ask for help, and how to help others, with their feelings.

### Year 3

The positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle.

What is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.

That regular exercise such as walking or cycling has positive benefits for their mental and physical health.

About the things that affect feelings both positively and negatively.

Strategies to identify and talk about their feelings.

About some of the different ways people express feelings e.g. words, actions, body language.

To recognise how feelings can change overtime and become more or less powerful.

### Year 4

To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.

What good physical health means and how to recognise early signs of physical illness.

That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary.

How to maintain oral hygiene and dental health, including how to brush and floss correctly.

The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.

### Year 5

How sleep contributes to a healthy lifestyle.

Healthy sleep strategies and how to maintain them.

About the benefits of being outdoors and in the sun for physical and mental health.

How to manage risk in relation to sun exposure, including skin damage and heat stroke.

How medicines can contribute to health and how allergies can be managed.

That some diseases can be prevented by vaccinations and immunisations.

That bacteria and viruses can affect health.

How they can prevent the spread of bacteria and viruses with everyday hygiene routines.

To recognise the shared responsibility of keeping a clean environment.

## Year 6

- That mental health is just as important as physical health and that both need looking after.
- To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.
- How negative experiences such as being bullied or feeling lonely can affect mental wellbeing.
- Positive strategies for managing feelings.
- That there are situations when someone may experience mixed or conflicting feelings.
- How feelings can often be helpful, whilst recognising that they sometimes need to be overcome.
- To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.
- Identify where they and others can ask for help and support with mental wellbeing in and outside school.
- The importance of asking for support from a trusted adult.
- About the changes that may occur in life including death, and how these can cause conflicting feelings.
- That changes can mean people experience feelings of loss or grief.
- About the process of grieving and how grief can be expressed.
- About strategies that can help someone cope with the feelings associated with change or loss.
- To identify how to ask for help and support with loss, grief or other aspects of change.
- How balancing time online with other activities helps to maintain their health and wellbeing strategies to manage time spent online and foster positive habits e.g. switching phone off at night.
- What to do and whom to tell if they are frightened or worried about something they have seen online.

## 9. Sex Education

*[Although it is not statutory to deliver Sex Education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have an Sex Education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that children are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.]*

- 9.1. All pupils 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.

9.2. The academy is free to determine whether pupils should be taught in Sex Education beyond what is required of the national curriculum.

9.3. At our school we do teach pupils Sex Education beyond what is required of the Science curriculum.

9.4. Parents/carers are fully consulted in the organisation and delivery of our Sex Education curriculum, in accordance with section 3 and section 4 of this policy.

9.5. Parents/carers are given the opportunity to advise on what should be taught through Sex Education.

We will communicate with parents/carers about the content of the Sex Education curriculum through surveys, parent consultation and feedback groups.

9.6. The age and development of pupils is always considered when delivering Sex Education.

9.7. A list of the statutory topics included in the Science national curriculum at the different key stages, can be found in Appendix 1 – Science national curriculum.

## Key Stage 1

9.8. 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.

9.9. 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

9.10. 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 importance of hygiene.

9.11. Pupils in Year 4 are taught:

- 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, focusing on the development of friendships.

9.12. Pupils in Year 5 are taught:

- More about how children's bodies change during puberty, including how they might feel about these changes.
- That a baby is made when sperm meets an egg.
- 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.
- 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.

9.13. Pupils in Year 6 are taught:

- That the legal age for sexual consent is 16.
- That babies are made during sexual intercourse.
- That having a baby is a choice which responsible adults make.
- 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.

## 10. Delivery of the curriculum

10.1. The Relationships, Sex and Health curriculum will be delivered as part of our PSHE curriculum.

10.2. 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 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.

- 10.3. 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.
- 10.4. 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.
- 10.5. At the point we consider it appropriate to teach pupils about 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.
- 10.6. Pupils will be taught about LGBTQ+ in Years 1-6; we will always consider the development and maturity of pupils before teaching this topic.
- 10.7. The academy 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.
- 10.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.9. Classes may be taught in gender-segregated 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.
- 10.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 10.11. 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 pupils.
- 10.12. 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 academy's eSafety and eSecurity Policy.
- 10.13. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 10.14. 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 appropriate to the pupil's age.
- 10.15. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 10.16. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given so as to not stigmatise pupils based on their home circumstances.

- 10.17. 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.
- 10.18. 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.
- 10.19. Any resources or materials used to support learning will be formally assessed by the teachers delivering the lesson before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 10.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide or eating disorders. 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.
- 10.21. 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.
- 10.22. Whilst there are no formal examinations for the relationships, sex and health curriculum, the academy will undertake informal assessments to determine pupil progress – these include the following:
- Questionnaires
  - Quizzes
  - Group tasks

## 11. Working with external experts

- 11.1. 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.
- 11.2. The academy will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor policy.
- 11.3. The academy will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 11.4. Before delivering the session, the academy will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 11.5. The academy 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.

11.6. The academy 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.

11.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

## 12. Equality and accessibility

12.1. The academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex
- Sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

12.2. The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

12.3. The academy understands 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.

12.4. 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.

12.5. Provisions under the Equality Act 2010 allow our academy 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.

12.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

12.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the academy implements a robust Behaviour for Learning Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

## 13. Curriculum links

- 13.1. The academy seeks opportunities to draw links between Relationships, Sex and Health Education and other curriculum subjects wherever possible to enhance pupils' learning.
- 13.2. Relationships, Sex and Health Education will be linked to the following subjects in particular:
  - 13.2.1. **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.
  - 13.2.2. **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.
  - 13.2.3. **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.
  - 13.2.4. **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
  - 13.2.5. **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

## 14. The right of withdrawal

- 14.1. Relationships Education and Health Education are statutory at primary school and parents/carers do not have the right to withdraw their child from the subjects.
- 14.2. As Sex Education is not statutory at primary level (other than what must be taught as part of the Science curriculum), parents/carers have the right to request to withdraw their child from all or part of the Sex Education curriculum, as outlined in section 9 of this policy.
- 14.3. The principal will automatically grant withdrawal requests in accordance with point 14.2; however, the principal 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.
- 14.4. The principal will discuss with the parent/carer, 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.
- 14.5. The principal will keep a record of the discussion between themselves, the pupil and the parent/carer.

- 14.6. 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.
- 14.7. The parent/carer will be informed in writing of the principal's decision.
- 14.8. Where a pupil is withdrawn from Sex Education, the principal will ensure that the pupil receives appropriate alternative education.

## 15. Behaviour

- 15.1. The academy has a **zero-tolerance approach** to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 15.2. Any bullying incidents caused as a result of the Relationships Education, Sex Education, and Health Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the academy.
- 15.3. Any occurrence of these incidents will be reported to a member of academy staff, who will then discipline the pupil once they are on academy premises.
- 15.4. These incidents will be dealt with following the processes in our Behaviour for Learning policy and Anti-Bullying policy.
- 15.5. 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 pupil.

## 16. Staff training

- 16.1. All staff members at the academy will undergo training on a termly basis to ensure they are up-to-date with the Relationship Education, Sex Education and Health Education curriculum and associated issues. This will cover all aspects of the lessons the children will be taught across the school.
- 16.2. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the Relationships, Sex and Health Education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 16.3. 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.

## 17. The Preventative PSHE Curriculum: Safeguarding, reports of abuse and confidentiality

- 17.1. 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.
- 17.2. Teachers will, however, alert the principal about any suspicions of inappropriate behaviour or potential abuse as per the academy's Child Protection and Safeguarding Policy.
- 17.3. Pupils will be fully informed of the academy'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.
- 17.4. 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 Child Protection and Safeguarding Policy.
- 17.5. At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 17.6 Addressing Sexual Violence and Sexual Harassment in the PSHE curriculum
  - 17.6.1 Sexual violence and sexual harassment can occur between two children **of any age and sex** from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of **'it could happen here.'**
  - 17.6.2 Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.
  - 17.6.3 Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. We have planned our programme with a spiral approach to meet the needs of our pupils, considering their age and stage of development. Although sexual harassment, abuse and violence are not directly covered with our pupils, we establish the foundations for this learning from KS1. Our preventative PSHE education curriculum specifically includes:

- Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. This includes teaching about mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- Supporting the children to nurture respectful and inclusive relationships, including asking, giving, and not giving permission.
- Teaching about boundaries and privacy and how to recognise who to trust and who not to trust.
- Teaching about safety online
- Teaching about stereotyping and equality, particularly around gender stereotypes and human rights, and how stereotypes can be unfair, negative, or destructive
- Teaching about body parts that are private

## 18. Quality assurance

18.1. The Relationships, Sex and Health Education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

18.2. The Relationships, Sex and Health Education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Learning walks
- Work scrutiny
- Lesson planning scrutiny
- Pupil interviews

18.3. The Relationships, Sex and Health Education subject leader will create annual subject reports for the principal and governing board to report on the quality of the subjects.

18.4. The Relationships, Sex and Health Education subject leader will work regularly and consistently with the principal through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

## 19. Monitoring and review

19.1. This policy will be reviewed on an annual basis by Bryden Joy, Senior Lead Practitioner for Personal Development. The next scheduled review date for this policy is September 2024.

19.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the academy or local area that may need addressing.

19.3. The OAT Trustees are responsible for approving this policy.

19.4. Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils.

## Appendix 1 – Science national curriculum

In accordance with the DfE's 'Sex and Relationship Education Guidance' 2000, 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"> <li>▪ That animals, including humans, move, feed, grow, use their senses and reproduce.</li> <li>▪ To recognise and compare the main external parts of the bodies of humans.</li> <li>▪ That humans and animals can produce offspring, and they grow into adults.</li> <li>▪ To recognise similarities and differences between themselves and others.</li> <li>▪ To treat others with sensitivity.</li> </ul>
Key stage 2	<ul style="list-style-type: none"> <li>▪ That nutrition, growth and reproduction are common life processes for humans and other animals.</li> <li>▪ About the main stages of the human life cycle.</li> </ul>
Key stage 3	<ul style="list-style-type: none"> <li>▪ That fertilisation in humans is the fusion between the egg and sperm.</li> <li>▪ About the physical and emotional changes that take place during adolescence.</li> <li>▪ How the foetus grows and develops.</li> <li>▪ How the growth and reproduction of bacteria and viruses can affect health.</li> </ul>
Key stage 4	<ul style="list-style-type: none"> <li>▪ The way in which hormonal control occurs, including the effects of sex hormones.</li> <li>▪ The medical uses of some hormones, including the control of fertility.</li> <li>▪ The defence mechanisms of the body.</li> <li>▪ How sex is determined in humans.</li> </ul>

# Appendix 2 – PSHE curriculum maps





