



PSHE* and RHE** Policy

St Bartholomew's, St Benedict Biscop, Woodfield & All Saints'

2020-21

*Personal, Social, Health and Economic Education

**Relationships and Health Education

CEO SIGNATURE

n/a – operational policy

CHAIR OF TRUST BOARD SIGNATURE

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Statement of intent

St Bartholomew's CE Multi Academy Trust believes that a strong PSHE and RHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community. As church schools, St Bartholomew's, St Benedict Biscop and All Saints' also undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) [this does not apply to Woodfield Primary School]. We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. Our PSHE and RHE curriculum is strongly tied to our pastoral care programme. Primary schools also have the option to decide whether pupils are taught sex education.

The vision for pupils, staff and others linked to our school is to always look to achieve our personal best in every aspect of school life.

- Our Trust is one where everyone is encouraged and supported to achieve their personal best.
- Our schools are welcoming, inclusive, have a real community feel and are places where everyone is valued.
- Our pupils and staff treat each other equitably, fairly, with kindness and with mutual respect. At all times, staff and pupils are encouraged to show a high regard for the needs and feelings of others through their actions and words.
- Our pupils and staff are enterprising and approach challenges with a 'can-do' attitude.
- The needs and interests of all pupils, irrespective of gender, culture, ability or aptitude, will be promoted through an inclusive and varied PSHE curriculum at our Trust.
- Our environments are safe and clean with everyone sharing responsibility for them.
- Our culture is one of continuous improvement, creativity and enthusiasm.
- Parents will be informed about the policy via their child(ren) school's website where it, and the PSHE curriculum, will be available to read and download.

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





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

1. Legal framework

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

- [Education Act 1996](#)
- [Education Act 2002](#)
- [Children and Social Work Act 2017](#)
- The latest [DfE 'Keeping children safe in education' \(KCSIE\)](#)
- The latest [DfE 'Relationships Education, Relationships and Sex Education \(RSE\) and Health Education'](#)
- The latest [DfE 'School and college security'](#)
- [Section 80A of the Education Act 2002](#)
- [The Relationships Education, Relationships and Sex Education and Health Education \(England\) Regulations 2019](#)
- [Equality Act 2010](#)
- DfE (2013) ['Science programmes of study: key stages 1 and 2'](#)
- [Behaviour and Discipline in Schools](#)
- [SEND code of practice: 0 to 25 years \(statutory guidance\)](#)
- [Mental health and behaviour in schools](#)
- [Preventing and tackling bullying including cyber bullying](#)
- [Sexual violence and sexual harassment between children in schools and colleges](#)
- [Promoting fundamental British values through SMSC](#)

1.2. This policy will be followed in conjunction with the following school policies and procedures:

- Complaints policy
- Safeguarding and Child Protection policy
- Digital safeguarding policy
- Behaviour policy
- Equalities policy





- Anti-bullying policy

2. Key roles and responsibilities

- 2.1. The local governing board for each school in our Trust is responsible for:
 - a. Ensuring all pupils make progress in achieving the expected educational outcomes.
 - b. Ensuring the curriculum is well led, effectively managed and well planned.
 - c. Evaluating the quality of provision through regular and effective self-evaluation.
 - d. Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
 - e. Providing clear information for parents on subject content and their rights to request that their children are withdrawn from sex education elements of the RHE curriculum.
 - f. Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- 2.2. The Headteacher(HT)/Head of School (HOS) has overall responsibility for the implementation of the PSHE and RHE Policy.
- 2.3. The HT/HOS has overall responsibility for ensuring that the PSHE and RHE Policy, as written, does not discriminate on any grounds, including but not limited to age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, or sexual orientation.
- 2.4. The CEO has overall responsibility for reviewing the PSHE Policy.
- 2.5. The HT/HOS for each school has responsibility for handling complaints regarding this policy, as outlined in the Trust's Complaints Policy.
- 2.6. The HT/HOS will be responsible for the day-to-day implementation and management of the PSHE and RHE Policy and must ensure staff are appropriately trained to deliver the subjects.
- 2.7. The HT/HOS must ensure parents are fully informed of the sex education elements of the policy and discuss withdrawal requests with parents. Where appropriate and purposeful, alternative education arrangements must be made for individual pupils whose parents withdraw consent.
- 2.8. The PSHE co-ordinator for each school is responsible for liaising with other staff and professional agencies to devise a suitable scheme of work to ensure a





comprehensive PSHE and RHE education that achieves the aims laid out in this policy. They will ensure subject content in relation to RHE is age-appropriate and high quality, ensuring teachers have the resources they need. They will also ensure the school meets statutory requirements, ensure the curriculum is inclusive and accessible (and does not duplicate the national curriculum) and will monitor effectiveness, providing reports to the HT/HOS.

- 2.9. All teachers are responsible for delivering a high quality, age-appropriate curriculum using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils. Teachers should not express personal views or beliefs when delivering the RHE programme and must model positive attitudes. All teachers must respond to safeguarding concerns as per the Safeguarding and Child Protection Policy and liaise with the SENDCo to identify and respond to any SEND needs. Teachers must act in accordance with planning, monitoring and assessment requirements for the subjects and work with the PSHE subject leader to evaluate the quality of provision.
- 2.10. The SENDCo is responsible for advising teaching staff how best to identify and support pupils' individual needs and for advising staff on the use of TAs in order to meet pupils' individual needs.
- 2.11. The school will consult with parents to ensure that the RSE and relationships education elements of the PSHE curriculum reflect the needs and sensibilities of the wider school community.
- 2.12. Each of the schools in our Trust will work with their respective parents throughout the year and will ensure that parents are routinely kept informed about their right to withdraw their children from sex education (but not relationships or health education).

3. Aims of the PSHE curriculum

3.1. Pupils will learn to do the following:

- Understand what constitutes a healthy lifestyle.
- Understand how to stay safe and behave online.
- Understand the dangers they may face, both in and around school and beyond, and be provided with the means to keep themselves safe.
- Understand the law and consequences of risky behaviours.
- Develop responsibility and independence within school which they will take forward into society in their working lives.





- Respect other people, in particular, learning to respect the different cultural/ethnic/religious/gendered viewpoints of others in our school community and the wider world.
- Understand what constitutes 'socially acceptable' behaviour at school and in society.
- Be a constructive member of society.
- Understand democracy.
- Develop good relationships with peers and adults.
- Develop self-confidence, self-esteem and self-worth.
- Make positive, informed choices as they make their way through life.
- Understand that they have a right to speak up about issues or events, and to respect others' right to do the same.

4. Teaching methods and learning style

- 4.1. A range of teaching and learning styles are used to teach PSHE.
- 4.2. Teaching is pupil-led with an emphasis on active learning techniques such as discussion and group work.
- 4.3. 'Ice-breaker' activities and clear ground rules regarding discussions are put in place to ensure a safe, supportive and positive learning environment. Examples of discussion guidelines include rules such as:
 - No crude language.
 - No raised voices/shouting.
 - No talking over people.
 - Show respect for another's views, even when disagreeing with them.
 - Keep comments subject-specific, as opposed to personal.
- 4.4. Pupils learn research and study techniques and can engage in investigations and problem-solving activities.
- 4.5. All pupils are encouraged to take part in charity work and volunteering, as well as organising school events such as assemblies and open evenings.
- 4.6. Our schools use visiting speakers to broaden the curriculum and share their real-life experiences. Any such speakers are closely monitored by the class teacher who will use their professional judgement to end a speech if they consider it to contravene any of the aims of this policy or the values of our Trust.





- 4.7. Our schools consult with the local community on matters related to PSHE to ensure that local issues are covered in lessons.
- 4.8. Pupils' questions, unless inappropriate, are answered respectfully by teachers.
- 5. Timetabling and cross-curriculum involvement**
- 5.1. The school uses direct teaching via timetabled lessons.
- 5.2. PSHE is taught in discrete curriculum time, delivered by class teachers and other appropriate staff as determined by the HT/HOS.
- 5.3. The school ensures cross-curricular learning through discussion between staff.
- 5.4. There is an element of PSHE in pastoral care and our schools will ensure that PSHE and pastoral care teams work together to ensure that pupils feel comfortable indicating that they may be vulnerable and at risk.
- 6. Safeguarding, reports of abuse and confidentiality**
- 6.1. All staff are aware of what constitutes peer-on-peer abuse, as detailed in the Trust's Safeguarding and Child Protection Policy and in line with guidance stipulated within Keeping Children Safe in Education.
- 6.2. All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime, as detailed in the Trust's Safeguarding and Child Protection Policy and in line with guidance stipulated within Keeping Children Safe in Education
- 6.3. All staff are aware of the associated risks surrounding pupils' involvement in serious crime, and understand measures in place to manage these.
- 6.4. If staff have concerns regarding a child who may be at risk of or suffering from 'honour-based' violence (HBV) including forced marriage, they will speak to the DSL (or deputy). Where appropriate, they will activate local safeguarding procedures. As highlighted with section 74 of the Serious Crime Act 2015, in cases where FGM appears to have been carried out, teachers must personally report this to the police.
- 6.5. Staff are aware of KCSIE advice concerning what to do if a pupil informs them that they are being abused or neglected or are witnessing abuse. Staff are also aware of the appropriate levels of confidentiality. This means only involving those deemed necessary, such as the DSL (or deputy) and children's social care. Staff must never





promise a child that they will not tell anyone about a report of abuse, as this ultimately may not be in the best interests of the child.

- 6.6. The school will involve the DSL (or deputy) in anything related to safeguarding. They can potentially provide knowledge of trusted, high quality local resources, links to the police and other agencies, and the knowledge of local issues that may be appropriate to address in lessons.
 - 6.7. Every lesson reinforces that, if pupils have any sensitive/personal issues or wish to talk about any of the issues raised in the lesson; they are aware of how to raise concerns or make reports to their class teacher or another member of staff about this, and how this will be handled. This also includes processes when they have concerns about a friend or peer.
 - 6.8. Our schools invite external agencies to support the teaching of safeguarding-related subjects – they must agree in advance of the session how the external visitor will deal with safeguarding reports.
- 7. Tailoring PSHE and delivering the RHE curriculum**
- 7.1. Our schools use discussions and other activities during initial PSHE lessons to ascertain 'where pupils are' in terms of their knowledge and understanding of various subjects. The teaching programme will then be adjusted to reflect the composition of the class with regards to this.
 - 7.2. Teaching considers the ability, age, readiness and cultural backgrounds of all children in the class and will be tailored accordingly.
 - 7.3. Adaptations are made for those for whom English is a second language to ensure that all pupils can fully access PSHE educational provision.
 - 7.4. All pupils with SEND receive PSHE education, with content and delivery tailored to meet their individual needs.
 - 7.5. Our schools will deliver relationships and health education as part of their timetabled PSHE programme, having due regard to the Trust's Primary Relationships and Health Education Policy.
 - 7.6. Every primary school is required to deliver statutory relationships education and health education.





- 7.7. For the purpose of this policy, “relationships and sex education” is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 7.8. For the purpose of this policy, “health education” is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- 7.9. 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.
- 7.10. 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 and follows the PSHE Association’s question-based programme of study/1Decision (depending on the school).
- 7.11. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 7.12. The relationships and health curriculum is informed by issues in the schools and wider communities to ensure it is tailored to pupils’ needs.
- 7.13. We consult with parents, pupils and staff in the following ways:
- Questionnaires and surveys
 - Meetings
 - Training sessions
 - Newsletters and letters
- 7.14. Any parent, 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 Headteacher/Head of School.
 - Emailing the school using the school contact details which can be found on the school website





- 7.15. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the PSHE Association's question-based programme of study/1Decision and the views of teachers, parents and pupils.
- 7.16. When organising the curriculum, the religious backgrounds of all pupils have been considered, so that the topics that are covered are taught appropriately.

8. KS1 and 2 programmes of study

The PSHE programme of study will follow the appropriate programme to the school:

- St Bartholomew's, St Benedict Biscop and All Saints' CE Primary Schools follow the 1Decision scheme
- Woodfield Primary School follows the PSHE Association question-based programme of study

All schools' PSHE programme cover the following topics:

Families and people who care for me

8.1. Pupils will be taught the following:

- The importance of families for children when growing up, as they can provide 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 within the school or in the wider world may look different from their own, but those differences should be respected, 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 growing up
- That marriage represents a formal and legally recognised commitment between two people which is meant 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

8.2. Pupils will be taught the following:

- The importance of friendships in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships, such as 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 and excluded
- That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right
- How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

Respectful relationships

8.3. Pupils will be taught the following:

- The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve/support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority
- About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how these can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults





Online relationships

8.4. Pupils will be taught the following:

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

Being safe

8.5. Pupils will be taught the following:

- What sorts of boundaries are appropriate in friendships with peers and others (including online contexts)
- About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical, and other forms of, contact
- How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know
- How to recognise and report feeling bad or unsafe around an adult
- How to ask for advice or help for themselves or others, and to persist until heard
- How to report concerns or abuse, and the vocabulary needed to do so
- About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.
- Where to get advice, e.g. family, school, other sources

Mental wellbeing

8.6. Pupils will be taught the following:





- That mental wellbeing is a normal aspect of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations
- How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests
- Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough

Internet safety and harms

8.7. Pupils will be taught the following:

- How the internet acts as an integral part of life for most people, with many benefits
- About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and 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 and know how to recognise and display respectful behaviour online and the importance of keeping personal information private





- Why social media, some computer games and online gaming, etc. 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, recognising that information (including that from search engines) is ranked, selected and targeted
- Where and how to report concerns and get support concerning issues online

Physical health and fitness

8.8. Pupils will be taught the following:

- The characteristics and mental/physical benefits of leading an active lifestyle
- The importance of including regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise
- The risks associated with leading an inactive lifestyle (including obesity)
- How and when to seek support, such as which adults to speak to in school if they have health concerns

Healthy eating

8.9. Pupils will be taught the following:

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- The principles of planning/preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health)

Drugs, alcohol and tobacco

8.10. Pupils will be taught the following:

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

Health and prevention

8.11. Pupils will be taught the following:





- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body
- About safe/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 influence weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- The facts and science relating to allergies, immunisation and vaccination

Basic first aid

8.12. Pupils will be taught the following:

- 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

8.13. Pupils will be taught the following:

- 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 concerning the menstrual cycle

Economic wellbeing and being a responsible citizen

8.14. Pupils will be taught the following:

- How to contribute to the life of the classroom, and how to help create and follow group and class rules
- That everyone has individual needs and the responsibilities to meet them (such as being able to take turns, share, and understand the need to return things that have been borrowed)
- That they belong to various groups and communities such as family and school
- What improves and harms their local, natural and built environments and about some of the ways people look after them
- The different purposes for using money, including concepts of spending and saving, managing money, being a critical consumer and how money comes from different sources





- The role money plays in their lives including how to manage money, keep it safe, make informed choices about spending money and what influences those choices
- How to research, discuss and debate topical issues, problems and events relating to health and wellbeing and offer their recommendations to appropriate people
- Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- To understand that human rights apply to everyone, and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- That universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To know that there are some cultural practices which are against British law and universal human rights, such as FGM
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- That there are different kinds of responsibilities, rights and duties differ at home, school, in the community and towards the environment
- To resolve differences by considering alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- Recognising what being part of a community means, and about the varied institutions that support communities locally and nationally
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing
- To appreciate the range of national, regional, religious and ethnic identities in the UK
- To consider the lives of people living in other places, and people with different values and customs
- An initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- About enterprise and the skills that make someone 'enterprising'
- To explore and critique how the media present information





9. Sex education

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 school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

9.3. At our school, we teach pupils sex education beyond what is required of the science curriculum.

9.4. Parents are fully consulted in the organisation and delivery of our sex education curriculum.

9.5. The age and development of pupils is always considered when delivering sex education.

10. Assessment

10.1. The Trust sets the same high expectations of the quality of pupils' work in PSHE and RHE as for other areas of the curriculum. A strong curriculum will build on knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.

10.2. Lessons are planned to ensure pupils of differing abilities, including the most able, are suitably challenged.

10.3. Pupils' knowledge and understanding is assessed through formative assessment methods such as pupil voice interviews, whole class scrap books, discussion groups, learning walks and quizzes, in order to monitor progress.

10.4. 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.

10.5. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

10.6. 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.





10.7. 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 school's E-safety Policy.

10.8. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

10.9. 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.

10.10. 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.

10.11. Teachers will focus on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

10.12. Teachers will ensure that lessons are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

10.13. 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.

10.14. Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

10.15. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

10.16. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

- Written tasks
- Group presentations
- Group tasks





- Discussions
- Pupil voice interviews

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 school 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 school 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 school 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 school 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 school 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 school 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 or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership





12.2. Our schools are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

12.3. Our schools understand that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

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 schools to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

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 school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

13. Curriculum links

13.1. The school 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:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.





- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

14. Withdrawing from the subjects

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

[Schools delivering sex education alongside relationships education only]

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

14.3. The Headteacher/Head of School will automatically grant withdrawal requests in accordance with point 14.2; however, the Headteacher/Head of School will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

14.4. The Headteacher/Head of School will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

14.5. The Headteacher/Head of School will keep a record of the discussion between themselves, the pupil and the parent.

14.6. The Headteacher/Head of School will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

14.7. The parent will be informed in writing of the Headteacher/Head of School's decision.

14.8. Where a pupil is withdrawn from sex education, the Headteacher/Head of School will ensure that the pupil receives appropriate alternative education.

15. Behaviour

15.1. The school 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, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

15.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

15.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

15.5. The Headteacher/Head of School 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 in our Trust will undergo required training as appropriate, to ensure they are up-to-date with the relationship, sex and health education programme and associated issues and to ensure they are fully equipped to teach the subjects effectively.

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

17. 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 Headteacher/Head of School about any suspicions of inappropriate behaviour or potential abuse as per the Trust's Safeguarding and Child Protection Policy.

17.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

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 Safeguarding and Child Protection Policy.





18. Monitoring quality

18.1. The PSHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

18.2. The PSHE subject leader will conduct subject monitoring which will include a mixture of the following:

- Self-evaluations
- Learning walks
- Work scrutiny
- Pupil voice interviews

