Relationship Education, Relationship and Sex Education and Health Education Policy

Endike Academy

Document Management Information

Applicable to:	All staff in Endike Primary including individuals employed by the Trust, contractors and agency staff.
Development and Consultation:	The policy has been developed in consultation with parents and pupils and in discussion with governors/ SLT.
Dissemination:	The policy will be available to staff, via the Trust's Policy Centre and each academy will have its own contextualised version.
Implementation:	The policy will be used by all leaders and teachers in DRET academies.
Training:	*Jigsaw materials / staff meetings / PSHE Association*
Review Frequency:	The policy will be reviewed every three years or earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	*Ms S A Dulson*
Executive Policy Owner:	Simon Rose
Approval by:	The Education Committee
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Revision History

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

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1. Introduction

1.1. From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and sex education and health education. Although it is an identifiable part of the PSHE curriculum for all key stages, it is also integrated in a whole academy approach to pupils' personal development. The David Ross Education Trust respects every pupils' entitlement to Relationship education, relationship and sex education and health education and ensures that it compliments all aspects of the curriculum. Policy will be fully integrated with other procedures to promote pupils' welfare including safeguarding, on-line safety and whole school approaches to health and wellbeing.

2. Policy Scope

2.1 This policy applies to all academies in the Trust. Relationship Education is a mandatory requirement for all primary academies; Relationship and Sex Education is a mandatory requirement for all secondary academies and Health Education is required in all schools.

2.2 In primary academies, the curriculum will provide the building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

2.3 It is the responsibility of all individuals in the Trust to familiarise themselves with this policy and comply with its provisions.

3. Legal and Regulatory Framework

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

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

3.1.2 Keeping children safe in education 2019

3.1.3. Behaviour and discipline in schools

3.1.4. Mental health and behaviour in schools

3.1.5. Sexual violence and sexual harassment between children in schools

3.1.6 The SEN Code of Practice 2015

3.1.7 The Equality Act 2010

4. Definitions

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

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

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

4.1.3. **Relationships and sex education (RSE)** is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

5. The Trust's policy on Relationships Education, Sex and Relationships Education and Health Education

5.1 All academies in the Trust will:

5.1.1. Create a safe environment where pupils are able to discuss personal and sensitive issues. Relationships and sex education often draws on pupils' own experiences; pupils who indicate that they may be at risk will be supported in accordance with the Safeguarding and Child Protection policy and the academy appendix.

5.1.2 Work closely with parents as the primary educators in their children's development. Parents will be supported to discuss issues at home, including to recognise their child's developing needs for privacy, independence and their sexuality.

5.1.3. Establish a clear process that allows parents to withdraw their child from some or all of the sex education delivered as part of the statutory part of RSE until three terms before the child's 16 birthday.

5.1.4. Comply with the provisions of the Equality Act regarding faith and religion. Planning will account for the religious backgrounds of all pupils when planning teaching and may teach about religious perspectives. Teaching will reflect the law as it applies to relationships so that pupils clearly understand what the law allows and does not allow.

5.2. Pupils are entitled to the curriculum which will:

5.2.1. Be accurate and factual, covering a comprehensive range of information about sex, relationships, the law and sexual health, in order to make informed choices. In schools this should be part of compulsory curriculum provision;

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

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

5.2.4. Promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;

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

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

5.2.7 Ensure children and young people are clearly informed of their rights such as how they can access confidential advice and health services within the boundaries of safeguarding;

5.2.8. Be relevant and meet the needs of children and young people, and actively involve them as participants, advocates and evaluators in developing good quality provision;

5.2.9. Be delivered by competent and confident educators;

5.2.10. Be provided within a learning environment which is safe for the children, young people and adults involved and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable.

5.3. Teaching

5.3.1 Teaching will be based on the DRET principles of high quality teaching. Plans will be flexible and respond to pupils' current level of knowledge and skills. Time with pupils will enable them to revisit, recap and extend the knowledge and skills over time. Teaching will involve a range of practical activities and resources that allow pupils to ask questions and talk about key issues of personal and private behaviours, consent and positive relationships. Leaders will adjust groupings so that they are conducive to discussing these issues.

5.3.2. The curriculum will be accessible for all students. Teaching will be differentiated and personalised, preparing pupils for adulthood outcomes. The Trust is aware that pupils with SEND can be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. The curriculum will be covered at a pace of the pupils and in ways that suit their understanding.

6. Roles and Responsibilities

6.1. The principal is responsible for

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

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

6.1.3. ensuring teachers have adequate time and training to develop the skills required for effective teaching, as well as access to materials that enable them to meet the needs of the pupils;

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

7. Procedures

7.1. Each phase within school covers the same broad framework of learning, aiding transition and progression throughout:

Term 1: Being Me in My World

Term 2: Celebrating Difference (including anti-bullying)

Term 3: Dreams and Goals

Term 4: Healthy Me

Term 5: Relationships

Term 6: Changing Me (including Sex Education)

Age-appropriate content is delivered according to the long-term map (see Appendix 1)

Puberty and Human Reproduction		
Reception	Growing up	How we have changed since we were babies
Key Stage 1 (Years 1 and 2)	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us difference and using the correct names for them

	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boys and girls	Differences between boys and girls – how do we feel about them? Which parts of me are private?
LKS2 (Years 3 and 4)	Outside body changes	How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them
	Having a baby	The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animation used – the Female reproductive system)
	Girls and puberty	How a girl's body changes so she can have a baby when she is an adult – including menstruation (animation used – female reproductive system)
UKS2 (Years 5 & 6)	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animation used – female reproductive system)
	Puberty for boys	Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male reproductive system)
	Conception	Understanding the pace of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used the Female and Male reproductive systems)
	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used the Female and Male reproductive systems)
	Girl talk/Boy talks	A chance to ask questions and reflect (single sex) (animations used the Female and Male reproductive systems)
	Conception to birth	The story of pregnancy and birth (animations used the Female and Male reproductive systems)

7.2 Who delivers either Relationship Education or RSE

Teachers deliver the RSE curriculum throughout the course of an academic year– however, it is always the class teacher that delivers the 'changing me' lessons (as well as a school nurse). It is important that teachers are well prepared to deal with any issues arising from the lessons. Teachers

and should explain to pupils in simple terms that, whilst we usually try to keep everything that's said in the room, in the room; if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that a teacher finds concerning, this should be discussed with the designated safeguarding lead—in line with the school's safeguarding and child protection policies. Any situation which indicates knowledge about sex or sexual activity is addressed.

There may be times when a child asks a question that requires deeper consideration prior to answering. Staff at Endike are able to ask the child to wait for an answer to give them time to consult with the school's leadership team. (For instance: 'That is a really interesting question and I need a little time to think because I want to give you a really good answer.'). It is important that children feel able to ask any questions that they wish and that their questions are valued. Children can ask questions by writing questions and posting them in an anonymous question box. This gives the teacher time to prepare for what the children want to know about mostly. It is recognised that some questions may need addressing on a one to one basis or referring back to parents – should this arise, teachers are able to seek advice from the school's SLT. If a question is too personal, the teacher should remind the pupils of the ground rules and /or refer her or him to the appropriate person such as a school nurse or outside agency. If a question is too explicit, is inappropriate for the whole class or raises concerns about sexual abuse, the teacher should acknowledge it and promise to attend to it later on an individual basis. In some cases this may result in talking to the parents of the child.

If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy.

7.3. How the policy has been produced and how it will be kept under review in both cases working with parents

This policy covers our school's approach to Relationships and Sex Education (RSE). It was produced by The PSHE Lead in consultation with SLT, pupils, teaching staff, parents and governors between January 2021 and March 2021. The policy is available to parents through the school prospectus and website. A paper copy can be made available by written request.

The policy will be reviewed in line with National and Trust guidance on an annual basis. Parents will be advised of any amendments and changes to the RSE policy. The school community will be invited on an annual basis to view the teaching materials and receive a summary of the content outline.

7.4 How delivery of the content will be made accessible to all pupils including those with SEND

Under the Equalities Act 2010, the school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children. Endike Primary respects how pupils choose to identify themselves, understanding that depending on their age and maturity, their sexual orientation and gender identity may be 'emerging'. This means that relationships and sex education is delivered sensitively to the different needs of individual pupils and may need to evolve and adapt over time as the pupil population changes.

Time is set aside to establish a safe learning environment for both pupils and adult staff in the classroom. This helps pupils to feel comfortable about sharing feelings, exploring values and attitudes, expressing opinions, and considering the views and opinions of others without fear of negative feedback.

Teachers:

- work with pupils to establish ground rules about how they will behave towards each other in discussion
- offer some opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make something available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide access to balanced information and differing views to help pupils clarify their own opinions and views (while making clear that behaviours such as racism, discrimination and bullying are never acceptable in any form)
- ensure all teaching and learning is inclusive, avoids heteronormative assumptions, and meets the needs of all learners—including those with special educational needs and disabilities (and is sensitive to the religious and cultural identity of pupils)
- exercise sensitivity to the needs of individuals, as some pupils may have direct experience of some of the issues raised.
- always work within the school's policies on safeguarding and confidentiality (ensuring that pupils understand school policies on disclosure of confidential information and following up concerns in a more appropriate setting outside lessons)
- link PSHE education with the whole-school approach to supporting pupil welfare
- make pupils aware of sources of support both inside and outside the school

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and society more widely — helping every pupil to feel valued and included in the classroom. Sessions are taught in mixed-gender classes, and all pupils learn about the changes of puberty in both males and females — recognising in an age-appropriate way that sex and gender are not binary. As with any other lessons, positive behaviour management strategies are employed throughout. Teachers may encourage pupils to discuss how they might feel during the lessons before they start. They might identify that these feelings might include embarrassment, or that they may want to laugh. They explain that these feelings are normal and talk about strategies they can use to manage them.

7.5 Explanation of the right to withdraw

The table above shows a brief summary of Puberty and Human Reproduction. The teaching of puberty fulfils the requirements that sit under the 'Changing Adolescent Body' strand of statutory Health Education, and parents cannot withdraw their children from this. We consider Sex Education to mean Human Reproduction, and is therefore covered in both Science and in PSHE. The content in red on the grid may be deemed as 'Human Reproduction' and when taught in PSHE, parents may request their children be withdrawn from all or part of these lessons.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher, and make it clear which aspects of the programme they do not wish their child to participate in. The school always complies with the wishes of parents in this regard. Whenever more sensitive or specific aspects of this work are covered, school will notify parents and carers. We recognise that many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. We will notify parents when particular aspects of sex and relationships education will be taught, by letter and by MCAS.

Endike Primary believes that knowledge empowers and protects children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school. Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in

isolation but always in conjunction, ensuring children know these are private parts of their bodies. Puberty is introduced gently in Y3 because some girls may start their periods this early and it is necessary to prepare them for this, so they aren't scared or worried. Conception is introduced age-appropriately in lower key stage 2 in the context of understanding why our bodies change during puberty. Understanding of Human Reproduction, conception and puberty is built upon in Year 5 and then puberty, conception and childbirth is age-appropriately covered in Y6.

8. Reporting and Consequences of Non-Compliance

8.1. Compliance will be monitored through the school's curriculum audit procedures and is reported annually to Governors and the Trust through the Principal's school evaluation report. This policy scheme of work will be reviewed annually and any feedback from teachers, parents/carers and pupils will be considered. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, give us valuable support with our sex education programme.

9. Policy Status

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

10 Related Policies

10.1 This policy is related to the following other Trust policies:

- The Academy Safeguarding and Child Protection policy
- The DRET Behaviour and ethos policy
- The DRET Anti-bullying policy
- The DRET Peer on Peer abuse policy
- The DRET SEND policy
- The Academy PSHE policy

Appendix 1:- Endike Primary long-term map

EYFS	KS1	LKS2	UKS2

TERM 1 – Being Me in My World • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities Self-identity **TERM 2-Celebrating Difference** • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself **TERM 3- Dreams and Goals** • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals **TERM 4- Healthy Me** • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety **TERM 5 – Relationships** • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend **TERM 6- Changing Me** • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations	**TERM 1- Being Me In My World** • Feeling special and safe • Being part of a class • Rewards and feeling proud • Consequences • Owning the Learning Charter • Hopes and fears for the year • Rights and responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings **TERM 2-Celebrating Difference** • Similarities and differences • Understanding bullying and knowing how to deal with it • Making new friends • Celebrating the differences in everyone • Assumptions and stereotypes about gender • Standing up for self and others • Gender diversity • Celebrating difference and remaining friends **TERM 3- Dreams and Goals** • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges	**TERM 1- Being Me In My World** • Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Group decision-making • Having a voice • What motivates behaviour **TERM 2-Celebrating Difference** • Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	**TERM 1- Being Me In My World** • Planning the forthcoming year • Being a citizen • Rights and responsibilities • How behaviour affects groups • Democracy, having a voice, participating • Identifying goals for the year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Anti-social behavior • Role-modelling **TERM 2-Celebrating Difference** • Cultural differences and how they can cause conflict • Racism Rumours and name-calling • Types of bullying • Material wealth and happiness • Enjoying and respecting other cultures • Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy **TERM 3- Dreams and Goals** • Future dreams • The importance of money • Jobs and careers • Dream job and how to get there • Goals in different cultures

	• Identifying and overcoming obstacles • Feelings of success • Achieving realistic goals • Perseverance Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success **TERM 4- Healthy Me** • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/ • Road safety • Linking health and happiness • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food **TERM 5 – Relationships** • Belonging to a family • Making friends/being a good friend • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships	**TERM 3- Dreams and Goals** • Difficult challenges and achieving success • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting • Hopes and dreams • Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes **TERM 4- Healthy Me** • Exercise • Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline scenarios • Respect for myself and others • Healthy and safe choices • Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength **TERM 5 – Relationships** • Family roles and responsibilities	• Supporting others (charity) • Motivation • Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments **TERM 4- Healthy Me** • Smoking, including vaping • Alcohol • Alcohol and antisocial behavior • Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour • Taking personal responsibility • How substances affect the body • Exploitation, including 'county lines' and gang culture • Emotional and mental health • Managing stress **TERM 5 – Relationships** • Self-recognition and self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and gambling • Reducing screen time • Dangers of online grooming • SMARRT internet safety rules • Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings

	TERM 6- Changing Me ● Life cycles – animal and human ● Changes in me ● Changes since being a baby ● Differences between female and male bodies (correct terminology) ● Linking growing and learning ● Coping with change	● Friendship and negotiation ● Keeping safe online and who to go to for help ● Being a global citizen ● Being aware of how my choices affect others ● Awareness of how other children have different lives ● Expressing appreciation for family and friends ● Jealousy ● Love and loss ● Memories of loved ones ● Getting on and Falling Out ● Girlfriends and boyfriends ● Showing appreciation to people and animals **TERM 6- Changing Me** ● How babies grow ● Understanding a baby's needs ● Outside body changes Inside body changes ● Family stereotypes ● Challenging my ideas ● Preparing for transition	● Power and control ● Assertiveness ● Technology safety ● Take responsibility with technology use **TERM 6- Changing Me** ● Influence of online and media on body image ● Puberty for girls ● Puberty for boys ● Conception (including IVF) ● Growing responsibility ● Coping with change ● Preparing for transition ● Self-image ● Body image ● Puberty and feelings ● Conception to birth ● Reflections about change ● Physical attraction ● Respect and consent ● Boyfriends/girlfriends ● Sexting

	● Life cycles in nature ● Growing from young to old ● Increasing independence ● Differences in female and male bodies (correct terminology) ● Assertiveness ● Preparing for transition	● Being unique ● Having a baby ● Girls and puberty ● Confidence in change ● Accepting change ● Environmental change	