

AQUINAS Church of England Education Trust
"Life - Transforming - Learning"

Policy Title: Relationship, Sex and Health Education Policy
Responsibility: Trust Education Director
Review Body: Education Scrutiny Committee
Date: September 2020
Review: September 2021

RATIONALE

At the Aquinas Church of England Education Trust (the Trust), we understand that primary aged 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 and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

For our secondary aged pupils, we understand the importance of educating pupils about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

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. The teaching of relationship, sex and health education (RSHE) can help to prepare pupils for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of pupils across the Trust and in the wider society.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered to ensure it meets the needs of all pupils in accordance with the Department of Education's guidance.

As a Trust with academies with a Church of England designation, this policy is also mindful of the guidance provided by the Church of England and links to the vision and values of the Trust. References to religious requirements are only applicable to our Church of England designated academies. Our community academies are not bound by them; however, they will be mindful of the varying religious affiliations.

This policy has been subject to consultation with pupils, parent/ carers, staff, Aquinas Advisory Councils, Trustees and the wider community. Copies of the policy are available on the Trust and academy websites and hard copies of the policy can be requested from the Trust or academy offices.

LEGAL FRAMEWORK

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

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019

- Children and Social Work Act 2017
- SEND Code of Practice: 0 to 25 years

CHURCH OF ENGLAND (C of E)

This policy has due regard to the guidance issued by the C of E in Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools (2019) applying only to our designated C of E academies. Academies who have C of E designation undertake to follow the principles in the C of E Charter for Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE)(the Charter).

POLICIES

This policy operates in conjunction with the following:

1. Trust Policies:
 - Data Protection
 - Equality
 - ICT
 - Management and Retention of Records
 - Teaching and Learning
 - Safeguarding
 - Special Educational Needs and Disability
2. Academy Policies:
 - Anti-Bullying
 - Behaviour Management
 - Curriculum
 - E-safety and acceptable use
 - Special Educational Needs and Disability
 - Child Protection
 - Social, Emotional and Mental Health (SEMH) Policy

PRINCIPLES OF EFFECTIVE RSHE

- Is an identifiable part of our school curriculum, which has planned, timetabled lessons across all the Key Stages.
- Is taught by staff trained in RSHE with expert visitors invited in to enhance and supplement the programme, where appropriate.
- Works in partnership with parents and carers, informing them about what their children will be learning and how they can contribute at home.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.

- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex and nurture respect for different views.
- Includes learning about how to get help and treatment from sources such as the School Health Service and other health and advice services including reliable information online.
- Fosters gender equality and LGBT+ (lesbian, gay, bisexual, trans) equality and challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

RESPONSIBILITY

1. The Trust is responsible for:
 - Ensuring all pupils make progress in achieving the expected educational outcomes.
 - Ensuring the RSHE curriculum is implemented across the academies and accessible to all pupils.
 - Evaluating the quality of provision.
 - Maintaining and developing the religious ethos of those academies with Church of England designation.
2. The Executive Headteacher, Headteacher and Head of School (hereafter referred to as the Headteacher) is responsible for:
 - Implementation of this policy.
 - Encouraging parents to be involved in consultations regarding the academy's RSHE curriculum and ensuring parent are fully informed of this policy.
 - Providing clear information to parents on the subject content and the right to request that their child is withdrawn.
 - Ensuring RSHE is resourced, staffed, effectively managed and planned, well-led and timetabled in a way that ensures the academy can fulfil its legal obligations
 - Ensuring all staff are suitably trained to deliver the subjects.
 - Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
 - Reviewing all requests to withdraw pupils from non-statutory elements of the RSHE curriculum.
 - Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
 - Ensuring withdrawn pupils receive appropriate, purposeful education during the period of withdrawal.
 - Reporting to the Education Scrutiny Committee on the effectiveness of the academy's curriculum is policy and the curriculum.
3. The RSHE leader is responsible for:
 - Overseeing the delivery of RSHE curriculum.
 - Working closely with colleagues in related curriculum areas to ensure the RSHE curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
 - Ensuring the curriculum is age-appropriate and of high-quality.
 - Ensuring that the curriculum complies with the Church of England's guidance and Charter, where the academy has Church of England designation.
 - Ensuring the RSHE curriculum is inclusive and accessible for all pupils.
 - Reviewing changes to the RSHE curriculum and advising on their implementation.
 - Monitoring the learning and teaching of RSHE providing support to staff where necessary.
 - Ensuring the continuity and progression between each year group.

- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.
- Ensuring the academy meets its statutory requirements in relation to RSHE.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing pupil performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

Details of the RSHE leader at each academy can be found on the relevant academy's website

4. Teachers delivering the RSHE curriculum are responsible for:
- Acting in accordance with, and promoting, this policy
 - Delivering RSHE in a sensitive way and that is of a high-quality and appropriate for each year group and where the academy has Church of England designation, ensuring that the curriculum complies with the Church of England's guidance and Charter.
 - Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
 - Acting in accordance with planning, monitoring and assessment requirements for the subjects.
 - Ensuring they do not express personal views or beliefs when delivering the curriculum.
 - Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
 - Modelling positive attitudes to RSHE.
 - Liaising with the SENCO about identifying and responding to the individual needs of pupils with SEND.
 - Liaising with the RSHE leader about key topics, resources and support for individual pupils.
 - Monitoring pupil progress in RSHE.
 - Reporting any concerns regarding the teaching of RSHE to the RSHE leader or a member of the SLT.
 - Complying with the Trust's Safeguarding policy and the academy's Child Protection Policy.
 - Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
 - Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.
 - Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The names of the specific teachers at each academy responsible for the delivery of the RSHE curriculum can be found on the relevant academy's website

5. The SENCO is responsible for:
- Advising teaching staff how best to identify and support pupils' individual needs.
 - Advising staff on the use of Teaching Assistants in order to meet pupils' individual needs.

Details of the SENCO at each academy can be found on the relevant academy's website

CONSULTATION

1. The important role parents play in enhancing their children's understanding of relationships, sex and health is appreciated by the Trust and the academies. Similarly, we also understand how important parents' views are in shaping the curriculum.
2. The academies work in consultation with parents, pupils and teachers to develop and deliver the RSHE curriculum.
3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum.
 - The delivery of the relationships, sex and health curriculum, including what is taught in each year group and when.
 - The legalities surrounding withdrawing their child from the subjects.
 - Details of the resources that will be used to support the curriculum.
4. Academies aim to build positive relationships with parents by addressing concerns. These can be addressed to the Headteacher via the academy's email address or by contacting the school office.
 5. Parents are also consulted on this policy.

CURRICULUM

1. Organisation of the RSHE curriculum
 - i. All schools providing primary education are required to deliver statutory relationships education and health education All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
 - ii. For the purpose of this policy, "relationships and sex education" is defined:
 - In a primary education context 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.
 - In a secondary education context as teaching pupils about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
 - iii. For the purpose of this policy, "health education" is defined:
 - In a primary education context 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.
 - In a secondary education context as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
 - iv. The RSHE curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
 - v. The RSHE curriculum will be delivered through a combination of PSHE education, science religious education, physical education, computer science, collective worship and SMSC.
 - vi. The RSHE leader will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
 - vii. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
 - viii. The curriculum is age-appropriate for pupils within each year group.
 - ix. The context and views of the wider local community will be considered when developing the curriculum to ensure it is reflective of issues in the local area.
 - x. The religious background of all pupils will be considered when planning teaching, to ensure all topics included are appropriately handled. In the case of C of E designated academies, the guidance of the C of E will be applied.
 - xi. The RSHE curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils' needs.

EXTERNAL AGENCIES

Working with external agencies can enhance our delivery of RSHE and brings in specialist knowledge and different ways of engaging pupils. External experts may be invited to assist from time-to-time with the delivery of the RSHE curriculum but will be expected to comply with the provisions of this policy.

The academies will:

- Check the visitor/visiting organisation's credentials of all external agencies.
- Ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- Discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- Request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs, including those with SEND.
- Agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the Child Protection Policy.
- Use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

WITHDRAWAL FROM LESSONS

Relationships and health education are statutory for all primary and secondary pupils and parents do not have the right to withdraw their child from the subjects. In addition, relationship and sex education is also statutory for secondary pupils.

Primary Pupils - 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. The Headteacher will:

- Automatically grant withdrawal requests but 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.
- 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.
- 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.
- Ensure that the pupil receives appropriate alternative education where a pupil is withdrawn from sex education.

Requests to withdraw a child from sex education will be made in writing to the Headteacher. All discussions with parents will be documented. These records will be kept securely in the school office in line with the Trust's Retention and Management of Records Policy. The parent will be informed in writing of the Headteacher's decision.

EQUALITY AND ACCESSIBILITY

1. The Trust and the academies comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against pupils because of their:
 - Age
 - Sex
 - Race
 - Disability
 - Religion or belief
 - Gender reassignment
 - Pregnancy or maternity
 - Marriage or civil partnership
 - Sexual orientation
2. The academies will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected

characteristics. The academies are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

3. The academies understand that pupils with SEND are entitled to learn about RSHE and the curriculum will be designed to be inclusive of all pupils.
4. The academies are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the SENCO and be more explicit and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the academies will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.
6. The academies will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic.
7. Provisions under the Equality Act 2010 allow the academies 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. 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.
8. The academies will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
9. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the academies implement a robust behaviour management, anti-bullying and child protection policies. The academies will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the relevant behaviour management, anti-bullying and child protection policies.

SAFEGUARDING AND CONFIDENTIALITY

1. All pupils will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
2. Confidentiality within the classroom is an important component of RSHE and teachers are expected to respect the confidentiality of their pupils as far as is possible, but nevertheless in accordance with the academy's Child Protection Policy.
3. Teachers understand that some aspects of RSE may lead to a pupil raising a safeguarding concern and that if a disclosure is made, the DSL will be alerted immediately.
4. Pupils will be made aware of how to raise their concerns or make a report, and how their report will be handled.

TRAINING

Training will be provided to the RSHE leader and to the relevant members of staff to ensure they are up-to-date with the RSHE curriculum.

Training will also be scheduled around any updated guidance on the curriculum and any new developments which may need to be addressed in relation to the curriculum.

At the secondary academies, teachers receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

MONITORING QUALITY

The RSHE leader is responsible for monitoring the quality of teaching and learning for the subject and will conduct

subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The RSHE leader will create annual subject reports for the Headteacher which will be shared with the Trust.

COMPLAINTS

Complaints about the operation of this policy should be made to the Headteacher in accordance with the academy's Complaint's Policy.

POLICY REVIEW

This policy will be reviewed by the Trust's education team. Any changes needed to the policy, including changes to the programmes, will be implemented by the Headteacher.

Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and pupils.

Appendix 1 - Primary Education

The focus in primary school should be on 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. Each school will detail the timetable of delivering the curriculum including what is taught in each year group, detailed on their website. All pupils are expected to know by the end of primary school:

RSE Overview

1. Families and people who care for me

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That other people's families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

2. Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed

3. Respectful relationships

- The importance of respecting others, even when they're very different 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 or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults

4. Online relationships

- That people sometimes behave differently online, including by pretending to be someone they're not.

- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous).
- The rules and principles for keeping safe online, how to recognise 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've never met.
- How information and data is shared and used online

5. Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe).
- That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they're heard.
- How to report concerns or abuse, and the vocabulary and confidence they need to do so.
- Where to get advice (e.g. family, school, other sources)

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

1. Mental wellbeing

By the end of primary education, pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they 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), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

2. Internet safety and harms

By the end of primary education, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.

- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

3. Physical health and fitness

By the end of primary education, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

4. Healthy eating

By the end of primary education, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

5. Drugs alcohol and tobacco

By the end of primary education, pupils will know:

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

6. Health and prevention

By the end of primary education, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

7. Basic first aid

By the end of primary education, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

8. Changing adolescent body

By the end of primary education, pupils will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

The primary academies are free to determine, within the statutory curriculum content, what pupils are taught in each year group. The primary academies always considers the age and development of pupils when deciding what will be taught in each year group. The primary academies plan 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.

Health education per year group – Please refer to the relevant academy’s website for specific details of the curriculum for each year group at the academy, when the topics will be delivered and the teachers that will be responsible for delivering the curriculum.

Sex Education

1. Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary educators should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.
2. 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.
3. The primary academies are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.
4. Parents are fully consulted in the organisation and delivery of the primary academies sex education curriculum, in accordance with section 3 of this policy. 9.5. Parents are given the opportunity to advise on what should be taught through sex education.
5. The age and development of pupils is always considered when delivering sex education.

Sex education programmes are tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Please refer to the relevant academy’s website for specific details of the curriculum for each year group at the academy, when the topics will be delivered and the teachers that will be responsible for delivering the curriculum.

Delivery of the curriculum

1. The majority of the RHSE and health education curriculum will be delivered through the PSHE curriculum, science curriculum.
2. Through effective organisation and delivery of the subject, the academies will ensure that:

- Core knowledge is sectioned into units of a 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.
3. RSHE complements several national curriculum subjects. Where appropriate, the academies will look for opportunities to make links between the subjects and integrate teaching.
 4. The RSHE curriculum will be delivered by appropriately trained members of staff.
 5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
 6. RSHE will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
 7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010 and where appropriate, pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
 8. Schools are free to determine when it is appropriate to teach pupils about LGBTQ+.
 9. At the point the primary academies consider it appropriate to teach pupils about LGBTQ+, this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. Pupils will be taught about LGBTQ+ in Year 6; however, we will always consider the development and maturity of pupils before teaching this topic.
 10. The secondary academies will integrate LGBTQ+ content into the RSE curriculum. This content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. LGBTQ+ content will always be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
 11. All teaching and resources are assessed by the RSHE leader to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
 12. Classes may be taught in gender-segregated groups dependent on 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.
 13. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
 14. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils. 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.
 15. 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 E-safety Policy, and Acceptable Terms of Use Agreement of each academy.
 16. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.
 17. 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.
 18. The curriculum 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.
 19. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSHE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
 20. 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.

21. 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.
22. 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.
23. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
24. 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.

Curriculum links

The primary academies seek opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

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.

Assessment

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:

- Tests
- Written assignments
- Group presentations
- Group tasks
- Projects

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of every lesson, pupils will be provided with an opportunity to ask questions. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Appendix 2 Keston's RHSE Curriculum

All areas are covered by our school ethos/worship/PE and sport lessons as well as through our annual Health Week which includes a visit from the Life Bus.

Basic first aid is covered by workshops delivered from an external provider in Health week.

Internet Safety is embedded into everyday lessons but there is a whole school focus each term to further highlight learning

The science curriculum (blue) is delivered through the Challenge Curriculum and the PSHE curriculum (purple) is delivered through the Jigsaw Scheme. (Green is repeated objectives from previous year/s)

Reception

ELG 05 Health and self-care:

- Children know the importance for good health of physical exercise and a healthy diet
- Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently

ELG 14 The World:

- Children know about similarities and differences in relation to places, objects, materials and living things
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur, and talk about changes
- I understand how it feels to belong
- I can start to manage my feelings
- I enjoy working with others to make school a good place
- I understand why it's good to be kind and use gentle hands
- I am starting to understand children's rights and this means we should all be allowed to learn and play
- I am learning what being responsible means
- I can identify something I am good at and understand everyone is good at different things
- I understand that being different makes us all special
- I know we are all different but the same in some ways
- I can tell you why I think my home is special to me
- I can tell you and know how to be a kind friend
- I know which words to use to stand up for myself when someone says or does something unkind
- I understand that if I persevere I can tackle challenges
- I can set a goal and tell you about a time I didn't give up until I achieved my goal
- I can say how I feel when I achieve my goal and know what it means to feel proud
- I can use kind words to encourage people
- I understand the link between what I learn now and the job I might do when I'm older
- I understand that I need to exercise to keep my body healthy
- I understand how moving and resting is good for my body
- I know which foods are healthy and not so healthy and can make healthy eating choices
- I know how to help myself go to sleep and understand why sleep is good for me
- I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
- I know what a stranger is and how to stay safe if a stranger approaches me
- I can identify some of the jobs I do in my family and how I feel I belong
- I know how to make friends to stop myself from feeling lonely
- I can think of ways to solve problems and stay friends
- I am starting to understand the impact of unkind words
- I can use Calm Me time to manage my feelings
- I can name parts of the body
- I understand that we all grow from babies to adults

- I can express how I feel (worries/ things I'm looking forward to) about moving to Y1
- I can share my memories of the best bits of this year in Reception

Year 1

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores;
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.
- To identify parts of the body that makes boys different to girls and to use the correct names for these parts: penis, testicles, vagina
- To respect the body and understand which parts are private
- To understand the life-cycles of animals and humans
- To understand that changes happen and some things stay the same as we grow
- To know that changes are Ok and sometimes they will happen whether I want them or not.
- I am able to describe how my body has changed since a baby
- To understand that growing up is natural and everybody grows at different rates
- I understand that every time I learn something new I change a bit.
- I enjoy learning new things
- I can tell you about changes in my life
- I know some ways to cope with change

Year 2

- Explore and compare differences between things that are living, dead and things that have never been alive;
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;
- Identify and name a variety of plants and animals in their habitats, including micro-habitats;
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- I can recognise cycles of life in nature
- Notice that animals, including humans, have offspring, which grow into adults;
- I can tell you about the natural process of growing from young to old and understand that this is not in my control.
- I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
- Find out about and describe the basic needs of animals, including humans for survival (water, food and air);
- Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene
- I understand there are some changes that are outside my control and can recognise how I feel about this
- I can identify people I respect who are older than me
- I feel proud about becoming more independent
- To identify parts of the body that makes boys different to girls and to use the correct names for these parts: penis, testicles, vagina and appreciate some parts are private
- I can tell you what I like/don't like about being a boy/girl
- I understand there are different types of touch and I can tell you which ones I like and don't like
- I am confident to say what I like and don't like and can ask for help
- I can identify what I'm looking forward to in Y3
- I can start to think about changes I will make when I'm in Y3 and know how to go about this

Year 3

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby
- I understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow
- I understand that boys' and girls' bodies need to change to that they when they grow up their bodies can make babies.
- I can identify how boys' and girls' bodies change on the inside and outside during this growing up process
- I recognise how I feel about these changes happening to me and know how to cope with these feelings
- I can express how I feel when I see babies or baby animals and how I might feel if I had a new baby in my family
- I can start to recognise stereotypical ideas I might have about parenting and family roles
- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
- I can identify what I'm looking forward to in Y4
- I can start to think about changes I will make when I'm in Y4 and know how to go about this

Year 4

- Recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.
- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- I appreciate that I am a truly unique human being
- I can correctly label the internal and external parts of the male and female bodies that are necessary for making a baby
- I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
- I can describe how a girl's body changes in order for her to be able to have babies when she is an adult and that menstruation is a natural part of this
- I have strategies to help me cope with the physical and emotional changes I will experience during puberty.
- I know how the circle of change works and can apply it to changes I want to make in my life
- I am confident enough to try to make changes when I think they will benefit me
- I can identify changes that have been and may continue to be outside of my control that I learnt to accept
- I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
- I can identify what I'm looking forward to in Y5
- I can reflect on the changes I will make when I'm in Y5 and can describe how to go about this

Year 5

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the changes as humans develop to old age.
- I can explain how boys' and girls' bodies change during puberty and the importance of looking after yourself physically and emotionally.
- I understand that puberty is a natural process that happens to everyone and that it will be OK for me

- I can express how I feel about the changes that will happen to me during puberty
- I understand that sexual intercourse can lead to conception and that is how babies are usually made. IVF is sometimes used to help people have babies.
- I appreciate how amazing it is that human bodies can reproduce in these ways
- I am aware of my own self-image and how my body image fits into that
- I know how to develop my own self esteem
- I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
- I am confident that I can cope with the changes that growing up will bring
- I can identify what I'm looking forward to in Y6
- I can start to think about the changes I will make when I'm in Y6 and know how to go about this

Year 6

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- I am aware of my own self-image and how my body image fits into that
- I know how to develop my own self esteem
- I can explain how boys' and girls' bodies change during puberty and the importance of looking after yourself physically and emotionally
- I can express how I feel about the changes that will happen to me during puberty
- I can ask the questions I need answered about the changes during puberty
- I can reflect on how I feel about asking the questions and about the answers I receive
- I can describe how a baby develops from conception through to 9 months and how it is born
- I recognise how I feel when I reflect on the development and birth of a baby
- I understand how being physically attracted to someone changes the nature of the relationship
- I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this
- I can identify what I am looking forward to and what worries me about the transition to secondary school
- I know how to prepare myself emotionally for starting secondary school

Sex Education

6. Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary educators should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.
7. 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.
8. The primary academies are free to determine whether pupils should be taught sex education beyond what is required of the national curriculum
9. The primary academies do teach pupils sex education beyond what is required of the science curriculum.
10. Parents are fully consulted in the organisation and delivery of the primary academies sex education curriculum. Parents are given the opportunity to advise on what should be taught through sex education.
11. The age and development of pupils is always considered when delivering sex education.

Sex education per year group

Year 5

Puberty and Sex Education is delivered by NHS School Nurses using the Busy Bodies Adolescent Development Programme resources. Areas covered are: How do boy's bodies grow and develop during puberty. How girls' bodies grow and develop including menstruation. How babies are born.

Data Protection Legislation

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy. All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.