



ST. MARY'S  
ACADEMY TRUST

# St Mary's Academy Trust

## Queens Road Academy

# Relationships, Sex and Health Education Policy

**Date agreed by Performance and Standards committee:**

**Date to be reviewed:**

*This policy was written in consultation with parents and carers which took place on ....*

*Parents and carers will be consulted in the two weeks before the review date to ensure that they are fully involved in the review process of this policy.*

## Curriculum Policy

### Principles

We believe that Relationships, Sex and Health Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the knowledge, skills and values they need to develop safe, respectful and enjoyable relationships and empowers them to take responsibility for their physical health and mental well-being. St. Mary's Academy Trust believes that all children and young people have a right to a holistic, inclusive and needs-led Relationships, Sex and Health Education. Through our key values of care, collaboration, integrity and respect, our schools are committed to ensuring equality for all of our children and to celebrate difference. We recognise that at the heart of this curriculum is a focus on keeping children safe, and our schools can play an important role in preventative education.

We believe that Relationships, Sex and Health Education is a key vehicle for promoting equality, inclusion and social justice. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

This policy was produced in consultation with our staff, pupils, parents, Local Governing Body and Board of Trustees and will be reviewed every two year with all of these stakeholders. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance (2019) and other relevant guidance.

### Policy Aims

- To ensure that all schools follow the statutory guidance and implement the curriculum as outlined in Relationships Education, Relationships and Sex Education and Health Education (2019).
- To ensure that parents and carers are provided with every opportunity to understand the purpose and content of our Relationships, Sex and Health Education curriculum.
- To ensure that in all of our schools, the teaching of Relationships, Sex and Health Education is sensitive and age appropriate in approach and content.
- To ensure that all of our schools promote equality and celebrate difference so that all of our pupils understand the importance of equality and respect.

#### **This policy should be read in conjunction with:**

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- St. Mary's Academy Trust Behaviour Policy
- The school's Behaviour Policy
- Curriculum Policy
- Special Education Needs Policy



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- SEND code of practise
- Online Safety Policy
- Our school curriculum, in particular the Science, Physical Education, Computing and PHSE curriculums

### **Definition of Relationships Education:**

Relationships Education in primary schools is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

### **Definition of Sex Education:**

Sex Education in primary schools is the instruction of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, reproduction, age of consent, reproductive health, reproductive rights, safe sex and birth control.

### **Definition of Health Education:**

Health Education in primary schools is the teaching of the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

### **Curriculum Principles**

St. Mary's Academy Trust expects each school to design its own Relationships, Sex and Health Education Curriculum which follows the guidance and the specific content outlined in the DfE Relationships Education, Relationships and Sex Education and Health Education Guidance (2019). Each school should determine how to deliver the curriculum content in the context of their school's curriculum.

Each school will follow the principles outlined below in designing their curriculum.

Schools will:

- teach the statutory content from Relationships Education and Health Education;
- design a curriculum which coordinates and compliments their existing curriculum content, for example Science, Computing, Physical Education and PHSE, looking for opportunities to draw links between National Curriculum subjects and integrate teaching where appropriate. Relationships and Health Education does not need to be taught as a separate subject and content does not have to be repeated if covered in other parts of the curriculum however this should be reflected in the school's curriculum map;
- develop the teaching of Relationships and Health Education as part of a wider whole school approach to ensuring that our pupils are happy, healthy, safe and secure and our commitment to developing our children and young people socially, morally, spiritually and culturally;
- design a curriculum which is carefully structured and sequenced, providing pupils with opportunities to embed new knowledge so that it can be used confidently in real life situations;
- demonstrate commitment to an inclusive curriculum (including LGBT+ and SEND) through high quality teaching that is differentiated and personalised where appropriate to meet the needs of all pupils and enable all pupils to access the curriculum. Schools should also be mindful of the

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preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND;

- design and implement a curriculum which is both age and developmentally appropriate including considering that pupils of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences, including the use of discussion and teaching on a one-to-one basis or in small groups;
- use assessment effectively to inform future teaching, identify where pupils may require additional support and to provide regular feedback on pupil progress;
- consider what is appropriate and inappropriate in a whole-class setting when designing and implementing the curriculum, in particular in answering questions that are better not dealt with in front of a whole class;
- ensure that all members of staff involved in the delivery of Relationships and Health Education lessons are given appropriate training and support in the delivery of lessons and in how to respond to pupils' comments and questions;
- ensure that any visitors into school used to delivery part of, or enhance the delivery of the curriculum, follow this policy and that a class teacher is present at all times in order to be able to follow up and respond to any pupils' comments or questions as necessary and appropriate. Before delivery, the visitor's resources and planning must be checked in advance to ensure it is deemed appropriate for the class and meets the full range of needs;
- ensure that the curriculum is taught sensitively and inclusively;
- support pupils' personal development and pastoral needs;
- design a curriculum which supports pupils' ongoing emotional and physical development effectively in the transition phase before moving to secondary school;
- design a curriculum which develops resilience and persistence in pupils and enables them to become happy, successful and productive members of society;
- design a curriculum which enables pupils to believe they can achieve academic and personal goals;
- design a curriculum which helps pupils prepare for the opportunities, responsibilities and experiences of adult life;
- design a curriculum which develops pupils' understanding of their rights and how to ensure the protection of these throughout their lives;
- foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges all forms of discrimination and prejudice between pupils and promotes understanding and respect as outlined under the Equality Act 2010. This should be done through these subjects and as part of a whole-school approach;
- be aware of and respond appropriately to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours;
- when teaching these subjects, take account of the religious and cultural background of all pupils, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain



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topics as well as how their faith institutions may support people in matters of relationships;

- ensure teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Schools may:

- Choose to design and implement a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
- decide to deliver the non-statutory primary content for Sex Education. All schools will cover the statutory science curriculum which 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. It will be for schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils;
- have flexibility in their curriculum to include additional relevant content to meet the needs of their current pupils.

## **Areas of Learning**

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, including online.

## **Relationships Education**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

## **Physical Health and Mental Well-being**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

## **Sex Education**

- Families and committed relationships
- Human reproduction
- How a baby is conceived and born
- Impact of having a baby
- Legal restrictions and keeping safe

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### Objectives around sex education

Pupils should be taught:

#### Relationships:

- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy and personal space;
- about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter in a range of contexts, including online;
- that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures);
- how to stay safe online and what is appropriate behaviour in a way that is relevant to pupils' lives, including how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect;
- about positive emotional and mental wellbeing, including how friendships can support mental wellbeing;
- opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely;
- how to recognise and to report abuse, including emotional, physical and sexual abuse. This can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

#### Health:

- how to be healthy, both physically and mentally, including giving children the knowledge and capability to take care of themselves and receive support if problems arise;
- taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences;
- the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid;
- the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors;
- the benefits of hobbies, interests and participation in their own communities;
- about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online;
- talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

#### Sex Education:

- about human reproduction and how babies are made
- why deciding to start a family is such a big and important decision
- how life changing starting a family can be
- the costs associated with a new baby
- Know and understand that each person's body belongs to them

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- Differences between appropriate and inappropriate/unsafe physical and other contact
- legal age restrictions and why these are in place
- the age of consent for sexual intercourse and its importance in helping children stay safe from risk or harm.

## Sex education curriculum

### Foundation Stage

- To appreciate and value their body, its capabilities and uniqueness.
- To know that humans produce babies that grow into children and then into adults
- To consider the ways they have changed physically since they were born.
- To begin to recognise the proper names for the external parts of the body.
- To be able to describe some of the functions of some of the parts of the body

### Year 1

- To recognise and name, using the proper terminology, parts of the body and what those parts do, particularly the senses associated with each.
- To recognise their bodies' capabilities and uniqueness.
- To identify similarities and differences between boys and girls.

### Year 2

- To explore the differences between male and female and to name the body parts
- To learn that humans produce babies, which grow into children and then into adults.
- To learn about how they have changed and developed since they were babies.

### Year 3

- To learn the names of the body and the bodily similarities and differences between boys and girls
- To appreciate that over time we change, physically eg growing breasts and body hair

### Year 4

- To be able to identify and understand how hygiene needs change during puberty.
- To understand the physical changes that take place at puberty.
- To identify and describe the main physical and emotional changes that take place at puberty for boys and girls.

### Year 5

- To name the main male and female internal and external sexual reproductive parts, using the correct terminology.
- To be aware that puberty occurs at different times for different people and be able to explain why.
- To describe the changes as humans, develop to old age that foetuses grow and change during pregnancy and describe the key stages of the gestation period.
- To understand that our bodies change during puberty and can describe these changes.
- To understand that humans incur physical and mental changes as they age and can describe these changes, giving reasons.

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### Year 6

- To make clear the link between changes at puberty, sexual intercourse and the start of a baby. To explore girls' perceptions of boys, and boys' perceptions of girls in a variety of situations.
- To be aware of the facts of the human life cycle, including sexual intercourse.
- To understand the terms sexual intercourse, sperm, egg, uterus, pregnancy, baby, contraception, parents.
- To be able to explain how conception occurs in humans.
- To understand that many people use contraception to control when they have children and how many they have.
- To be aware of the stages of development of a baby in the uterus.
- To be able to discuss some of the responsibilities of parenthood.

### **Curriculum Implementation at Queens Road Academy**

#### **Curriculum Delivery:**

RSE will be delivered as part of our Personal, Social, Health and Economic (PSHE) education curriculum, which has planned, timetabled lessons across all key stages. This is to ensure that there is clear progression in children's knowledge and skills across school as the year group expectations are explicit. The schemes of learning have been adapted by teachers to meet the needs of the pupils in their class and links have been made to the school's core values.

PSHE and RSE is also covered through other areas of the school's curriculum; e.g. Religious Education and Science.

#### **Implementation:**

All staff who have responsibility for delivering RSE will undergo training to ensure they are up-to-date with the RSE policy and curriculum requirements regarding RSE. In addition to training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

The scheme of work has six core themes, the same for each key stage. Each core theme is divided up into topic areas:

Theme 1 - Healthy and Well being

Theme 2 - Relationships

Theme 3 – Global Citizens

Theme 4 – British Citizens

Theme 5 – Responsible Citizens

Theme 6 – Futures

In addition, PSHE is developed through whole-school activities and events:

- Topics being explored in assemblies
- Awards and celebrations e.g. Star pupils who have demonstrated one of the school values.
- Residential visits, where there is a particular focus on developing pupils' self-esteem and independence, giving them opportunities to develop leadership skills and positive group work.
- Visiting speakers.



### **FOUNDATION STAGE**

In the EYFS, Personal, Social and Emotional Development (PSED) supports children to learn to get on with others and make friends, understand and talk about feelings, learn about right and wrong, develop independence and ultimately feel good about themselves.

Although PSED is one of the three prime areas of learning within the EYFS, it underpins the EYFS framework, therefore this is taught both discreetly and overtly. The nurturing learning environment provides security in our setting with the adults being able to tune into each child getting to know them, and providing experiences unique to each child. We aim to provide consistent routines along with effective role-modelling, focusing on reinforcing wanted behaviour. We believe that our children need adults to help them play together and learn to take turns, share and encourage and extend shared play. This leads to the children being able to learn new skills as well as boost their confidence and self-esteem.

Encouraging the children's independence skills along with practising these skills is planned for during continuous and enhanced provision. We will offer praise and encouragement to help build confidence and watch this grow as they progress through the EYFS.

As children begin to acknowledge their feelings and use words to describe their feelings, we will plan for small and large group learning alongside continuous provision. This will help us to provide further learning experiences and plan for the children to become more aware of their feelings and the vocabulary to explain them. We will use and share stories with the children, individually, in small groups and in large groups. This will form a substantial part of our teaching and learning of PSED in our school and EYFS classes.

We will liaise and try to work with parents and carers to support their child's PSED within the home, through taking home and sharing books to encourage parents/carers to become familiar with their children's development and develop strong relationships with them.

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE or relationship outcomes.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

### **Equality and Diversity**

At Queens Road Academy, PSHE and RSE education is accessible to every pupil. Teaching will consider the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE and RSE education provision, in accordance with the Equality Act 2010.

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As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class. Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons. School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable. We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students. We believe exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment.

### **How is curriculum content adapted to meet the needs of all pupils, in particular those with SEND?**

All pupils, regardless of their needs must be part of PSHE & RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who have learning difficulties. When teaching PSHE we consider the targets set for the children in their Education Health and Care Plan (EHCP), some of which may be directly related to PSHE or relationship outcomes.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content.

### **Roles and Responsibilities in School:**

The subject co-ordinator for Relationships, (Sex) and Health Education is: Mrs B Karan

#### **Monitoring**

The PSHE Lead and SLT are responsible for monitoring the standards of children's work and the quality of teaching. Examples of monitoring activities include lesson observations, looking at pupils work in books and discussions with pupils about their learning. The Lead and SLT will support colleagues in the teaching of PSHE and RSE, by giving them information about current developments in the subject. This policy will be reviewed by the school's leadership team in conjunction with the subject co-ordinator and Governors on a regular basis. If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made clearly communicated

#### **Evaluation**

Evaluation of our teaching in this area is crucial to ensure that we can continue to improve on provision and teaching effectiveness. The evaluation process involves structured and informal pupil and staff feedback including teachers' evaluations of lessons, reflections, feedback from observations and outcomes of work in books.

### **Roles and Responsibilities of Governors and Trustees:**

It is the responsibility of the Board of Trustees to review this policy every two years.

It is the responsibility of the Local Governing Body to hold the leadership team of the school accountable for ensuring that:

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- all statutory content is delivered to pupils;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from some or all of the Sex Education, if the school is delivering this; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

### **Rights and Responsibilities of Parents and Carers**

We believe that successful teaching of Relationships and Health Education involves parents / carers and schools working together. We also believe that parents / carers can play an important role in the Relationships, Sex and Health Education of their children through further discussions at home, building on those that have taken place in school. Our Relationships, Sex and Health Education policy has been developed through consulting parents / carers. We work with parents / carers to ensure that they are aware of what we teach and when, including through publishing our curriculum by year group on the school's website. We will also share examples of some of the key resources we use with parents / carers to reassure them of the content and to enable them to continue the conversations started in class at home.

If parents / carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, they can contact the school directly to speak to the Headteacher.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. There continues to be no right of withdrawal from any part of the national curriculum. Parents / carers do not have the right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from Health Education.

Parents / carers have the right to request their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education.

Although parents / carers have the right to request to withdraw their child from any or all of sex education as part of RSE, it is our aim to encourage parents to see the value of sex education and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will automatically grant a parental request to withdraw their child from any sex education, other than as part of the statutory Science or Relationships and Health Education curriculum.

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We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **Safeguarding Children:**

St. Mary's Academy Trust acknowledges that Relationships and Health Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education.

Relationships and Health Education helps children to understand the difference between healthy and abusive relationships and understand how to get help if they are experiencing, or have experienced, abuse. We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships and Health Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

While St. Mary's Academy Trust wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

### **Sharing of information:**

This policy will be available on both St. Mary's Academy Trust and each school's website. A paper copy will be provided on request.

The school curriculum by year group will be available on the school website. A paper copy will be provided upon request.