

Ormiston Academies Trust

Thomas Wolsey Ormiston Academy

Relationships education, sex education and health education policy (primary)

Policy version control

Policy type	Statutory
Author	Bryden Joy, Senior LP for Personal Development
In consultation with	Sarah Stephenson, Ormiston South Parade Academy
Approved by	OAT Executive, 18 June 2024
Release date	July 2024 (for implementation 1 September 2024)
Review	July 2025 (for implementation from 1 September 2025)
Description of changes	<ul style="list-style-type: none"> ▪ 1.1.3 Removed duplicated reference to statutory guidance ▪ 1.2.5 Removed outdated policy ▪ 10.12 Amended reference to source of prevention measures ▪ 17.6 Inserted subheading and amended numbering of subparagraphs

Contents

Statement of intent.....	4
1. Legal framework	5
2. Roles and responsibilities	6
3. Organisation of the curriculum.....	8
4. Consultation with parents/carers	9
5. Relationship education overview	9
Families and people who care for me	9
Caring friendships	10
Respectful relationships.....	10
Online relationships	11
Being safe.....	11
6. Relationships education per year group.....	12
Reception and Year 1	Error! Bookmark not defined.
Year 2	Error! Bookmark not defined.
Year 3	Error! Bookmark not defined.
Year 4	Error! Bookmark not defined.
Year 5	Error! Bookmark not defined.
Year 6	Error! Bookmark not defined.
7. Health education overview	13
Mental wellbeing	13
Internet safety and harms.....	14
Physical health and fitness.....	14
Healthy eating.....	15
Drugs alcohol and tobacco.....	15
Health and prevention	15
Basic first aid	15
Changing adolescent body	16
8. Health education per year group.....	16
Reception and Year 1	Error! Bookmark not defined.
Year 2	Error! Bookmark not defined.
Year 3	Error! Bookmark not defined.
Year 4	Error! Bookmark not defined.
Year 5	Error! Bookmark not defined.

Year 6	Error! Bookmark not defined.
9. Sex education	Error! Bookmark not defined.
Key Stage 1	18
Key Stage 2	18
10. Delivery of the curriculum	19
11. Working with external experts.....	20
12. Equality and accessibility	21
13. Curriculum links.....	22
14. The right of withdrawal.....	22
15. Behaviour	23
16. Staff training.....	23
17. The preventative PSHE curriculum: safeguarding, reports of abuse and confidentiality. 23	
Addressing sexual violence and sexual harassment in the PSHE curriculum	24
18. Quality assurance	25
19. Monitoring and review.....	25
Appendix 1.....	Error! Bookmark not defined.
Science national curriculum	Error! Bookmark not defined.
Appendix 2.....	Error! Bookmark not defined.
PSHE curriculum maps	Error! Bookmark not defined.

Statement of intent

At Thomas Wolsey Ormiston Academy we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities, and experiences of adult life. A key part of this relates to Relationships Education and Health Education, which must be delivered to every primary-aged pupil. Primary Academies also have the option to decide whether pupils are taught Sex Education.

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

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

Signed by:

_____ Principal Date:

_____ Chair of governors Date:

1. Legal framework

- 1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:
 - 1.1.1. Section 80A of the Education Act 2002
 - 1.1.2. Children and Social Work Act 2017
 - 1.1.3. Equality Act 2010
 - 1.1.4. DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
 - 1.1.5. Keeping Children Safe in Education 2023
 - 1.1.6. Prevent
 - 1.1.7. British Values
 - 1.1.8. DfE (2013) 'Science programmes of study: key stages 1 and 2'
 - 1.1.9. Physical Education Curriculum
 - 1.1.10. Design and Technology Curriculum
 - 1.1.11. Computing Curriculum
- 1.2. This policy operates in conjunction with the following academy policies:
 - 1.2.1. Anti-Bullying policy
 - 1.2.2. Behaviour policy
 - 1.2.3. Child Protection and Safeguarding policy
 - 1.2.4. Equality and Diversity policy
 - 1.2.5. Privacy Notice for pupil and parents
 - 1.2.6. SEND policy
 - 1.2.7. Visitors policy

2. Roles and responsibilities

- 2.1. The governing board is responsible for:
 - 2.1.1. Ensuring all pupils make progress in achieving the expected educational outcomes.
 - 2.1.2. Ensuring the curriculum is well led, effectively managed and well planned.
 - 2.1.3. Evaluating the quality of provision through regular and effective self-evaluation.
 - 2.1.4. Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
 - 2.1.5. Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
 - 2.1.6. Making sure the subjects are resourced, staffed, and timetabled in a way that ensures the academy can fulfil its legal obligations.
- 2.2. The principal is responsible for:
 - 2.2.1. The overall implementation of this policy.
 - 2.2.2. Ensuring staff are suitably trained to deliver the subjects.
 - 2.2.3. Ensuring that parents are fully informed of this policy.
 - 2.2.4. Reviewing requests from parents to withdraw their children from the subjects.
 - 2.2.5. Discussing requests for withdrawal with parents.
 - 2.2.6. Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
 - 2.2.7. Reporting to the governing board on the effectiveness of this policy.
 - 2.2.8. Reviewing this policy on an annual basis.
- 2.3. The Relationships, Sex and Health Education subject leader is responsible for:
 - 2.3.1. Overseeing the delivery of the subjects.
 - 2.3.2. Ensuring the subjects are age-appropriate and high-quality.
 - 2.3.3. Ensuring teachers are provided with adequate resources to support teaching of the subjects.
 - 2.3.4. Ensuring the academy meets its statutory requirements in relation to Relationship Education, Sex Education and Health Education.

- 2.3.5. Ensuring the Relationships, Sex and Health Education curriculum is inclusive and accessible for all pupils.
- 2.3.6. Working with other subject leaders to ensure the Relationships, Sex and Health Education curriculum complements, but does not duplicate, the content covered in the national curriculum.
- 2.3.7. Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.
- 2.3.8. Communicating the content of the curriculum with parents/carers.
- 2.3.9. Ensuring the curriculum is communicated effectively on the school website.
- 2.3.10. Leading on assessment and reporting for PSHE and monitoring the progress of the children.
- 2.4. All teachers are responsible for:
 - 2.4.1. Delivering a high-quality and age-appropriate Relationship Education, Sex Education and Health Education in line with statutory requirements.
 - 2.4.2. Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
 - 2.4.3. Ensuring they do not express personal views or beliefs when delivering the programme.
 - 2.4.4. Modelling positive attitudes to Relationships, Sex and Health Education.
 - 2.4.5. Responding to any safeguarding concerns in line with the Child Protection and Safeguarding policy.
 - 2.4.6. Acting in accordance with planning, monitoring, and assessment requirements for the subjects.
 - 2.4.7. Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
 - 2.4.8. Working with the Relationships, Sex and Health Education subject leader to evaluate the quality of provision.
- 2.5. The SENCO is responsible for:
 - 2.5.1. Advising teaching staff how best to identify and support pupils' individual needs.
 - 2.5.2. Advising staff on the use of TAs in order to meet pupils' individual needs.

3. Organisation of the curriculum

- 3.1. Every primary school is required to deliver statutory Relationships Education and Health Education.
- 3.2. For the purpose of this policy, “Relationships and Sex Education” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 3.3. For the purpose of this policy, “Health Education” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- 3.4. The delivery of the Relationships Education and Health Education coincide with one another and will be delivered as part of the academy’s PSHE curriculum.
- 3.5. The Relationships Education and Health Education curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance.
- 3.6. The Relationships Education and Health Education curriculum takes into account the views of teachers, pupils and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 3.7. The Relationships Education and Health Education curriculum is informed by issues in the academy and wider community to ensure it is tailored to pupils’ needs; for example, if figures showed that there was a local increase in child obesity, our curriculum would be tailored to address this issue.
- 3.8. We consult with parents/carers, pupils, and staff in the following ways:
 - 3.8.1. Questionnaires and surveys
 - 3.8.2. Meetings
 - 3.8.3. Training sessions
 - 3.8.4. Newsletters and letters
 - 3.8.5. Earwig Timelines
 - 3.8.6. Share Days
- 3.9. Any parent/carers, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:
 - Organising a meeting with the principal.
 - Emailing: emily.webster@thomaswolseyoa.co.uk or helen.dickenson@thomaswolseyoa.co.uk
- 3.10. The academy has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents/carers, and pupils.
- 3.11. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents/carers

- 4.1. The academy understands the important role parents/carers play in enhancing their children's understanding of relationships, sex, and health. Similarly, we also understand how important parents'/carers' views are in shaping the curriculum.
- 4.2. The academy works closely with parents/carers by establishing open communication – all parents/carers are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.
- 4.3. Parents/carers are provided with the following information:
 - The content of the Relationship Education, Sex Education and Health Education
 - The delivery of the Relationship Education, Sex Education and Health Education, including what is taught in each year group
 - The legalities surrounding withdrawing their child from the subjects
 - The resources that will be used to support the curriculum
- 4.4. The academy aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers in managing conversations with their children on the issues covered by the curriculum.
- 4.5. Parents/carers are consulted in the review of the curriculum and this policy and are encouraged to provide their views at any time.

5. Relationship education overview

Families and people who care for me

- 5.1. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 5.1.1. That families are important for them growing up because they can give love, security, and stability.
 - 5.1.2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
 - 5.1.3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
 - 5.1.4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
 - 5.1.5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

- 5.1.6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

- 5.2. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 5.2.1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
 - 5.2.2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
 - 5.2.3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
 - 5.2.4. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
 - 5.2.5. How to recognise who to trust and who not to trust.
 - 5.2.6. How to judge when a friendship is making them feel unhappy or uncomfortable.
 - 5.2.7. How to manage conflict.
 - 5.2.8. How to manage different situations and how to seek help from others if needed.

Respectful relationships

- 5.3. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 5.3.1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
 - 5.3.2. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
 - 5.3.3. The conventions of courtesy and manners.
 - 5.3.4. The importance of self-respect and how this links to their own happiness.
 - 5.3.5. That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- 5.3.6. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- 5.3.7. What a stereotype is, and how they can be unfair, negative, or destructive.
- 5.3.8. The importance of permission-seeking and giving in relationships with friends, peers, and adults.

Online relationships

- 5.4. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 5.4.1. That people sometimes behave differently online, including pretending to be someone they are not.
 - 5.4.2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
 - 5.4.3. The rules and principles for keeping safe online.
 - 5.4.4. How to recognise harmful content and contact online, and how to report these.
 - 5.4.5. How to critically consider their online friendships and sources of information.
 - 5.4.6. The risks associated with people they have never met.
 - 5.4.7. How information and data is shared and used online.

Being safe

- 5.4.8. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 5.4.9. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
 - 5.4.10. About the concept of privacy and the implications of it for both children and adults.
 - 5.4.11. That it is not always right to keep secrets if they relate to being safe.
 - 5.4.12. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
 - 5.4.13. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
 - 5.4.14. How to recognise and report feelings of being unsafe or feeling bad about any adult.
 - 5.4.15. How to ask for advice or help for themselves and others, and to keep trying until they are heard.

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

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

6. Relationships education per year group

6.1. The academy is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.

6.2. The academy always considers the age and development of pupils when deciding what will be taught in each year group.

6.3. The academy plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Early Years

See Appendix 1 for the SEWB/PCI Programmes of Study for EYFS

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and Language, Physical Development, Understanding the World, Personal, Social and Emotional Development

Through organised and spontaneous activities using a cross-curricular approach.

Key Stage 1

See Appendix 2 for Age and Stage for SEWB/PCI Document for Key Stage 1

See Appendix 1 for the Programmes of Study for SEWB/PCI Primary

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and Language, Physical Development, UCognition and Learning (Science and Technology), PCI and SEWB

Through organised and spontaneous activities using a cross-curricular approach

Key Stage 2

See Appendix 2 for Age and Stage for SEWB/PCI Document for Key Stage 2

See Appendix 1 for the Programmes of Study for SEWB/PCI Primary

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and Language, Physical Development, Cognition and Learning (Science and Technology), PCI and SEWB

Through organised and spontaneous activities using a cross-curricular approach

7. Health education overview

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

Mental wellbeing

7.2. By the end of primary school pupils will have knowledge and understanding at a level reflective of their ability:

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

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

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

7.2.4. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

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

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

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

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

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

- 7.2.10. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- 7.2.11. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

- 7.3. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 7.3.1. That for most people, the internet is an integral part of life and has many benefits.
 - 7.3.2. About the benefits of rationing time spent online.
 - 7.3.3. The risks of excessive time spent on electronic devices.
 - 7.3.4. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
 - 7.3.5. How to consider the effect of their online actions on others.
 - 7.3.6. How to recognise and display respectful behaviour online.
 - 7.3.7. The importance of keeping personal information private.
 - 7.3.8. Why social media, some computer games and online gaming, for example, are age restricted.
 - 7.3.9. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
 - 7.3.10. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.
 - 7.3.11. Where and how to report concerns and get support with issues online.

Physical health and fitness

- 7.4. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 7.4.1. The characteristics and mental and physical benefits of an active lifestyle.
 - 7.4.2. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
 - 7.4.3. The risks associated with an inactive lifestyle, including obesity.

- 7.4.4. How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

- 7.5. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
- 7.5.1. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- 7.5.2. The principles of planning and preparing a range of healthy meals.
- 7.5.3. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

- 7.6. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
- 7.6.1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 7.7. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
- 7.7.1. How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- 7.7.2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 7.7.3. The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- 7.7.4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- 7.7.5. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- 7.7.6. The facts and science relating to immunisation and vaccination.

Basic first aid

- 7.8. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:

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

Changing adolescent body

- 7.9. By the end of primary school, pupils will have knowledge and understanding at a level reflective of their ability:
 - 7.9.1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
 - 7.9.2. About menstrual wellbeing and key facts relating to the menstrual cycle.

8. Health education per year group

- 8.1. The academy is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group.
- 8.2. The academy always considers the age and development of pupils when deciding what will be taught in each year group.
- 8.3. The academy plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Early Years

See Appendix 1 for the SEWB/PCI Programmes of Study for EYFS

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and

Language, Physical Development, Understanding the World, Personal, Social and Emotional

Development

Through organized and spontaneous activities using a cross-curricular approach

Key Stage 1

See Appendix 2 for Age and Stage for SEWB/PCI Document for Key Stage 1

See Appendix 1 for the Programmes of Study for SEWB/PCI Primary

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and

Language, Physical Development, UCognition and Learning (Science and Technology), PCI and SEWB

Through organized and spontaneous activities using a cross-curricular approach

Key Stage 2

See Appendix 2 for Age and Stage for SEWB/PCI Document for Key Stage 2

See Appendix 1 for the Programmes of Study for SEWB/PCI Primary

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in specific curriculum areas, especially in Communication and Language, Physical Development, UCognition and Learning (Science and Technology), PCI and SEWB

Through organised and spontaneous activities using a cross-curricular approach

9. Sex Education

- 9.1. All pupils must be taught the aspects of Sex Education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.
- 9.2. The academy is free to determine whether pupils should be taught in Sex Education beyond what is required of the national curriculum.
- 9.3. At TWA, the Sex Education curriculum is tailored to the age and physical and emotional maturity of pupils to ensure that children are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.
- 9.4. It is delivered through personalised programmes of study that link to the EHCPs, through blocks of targeted lessons with support from outside agencies, through class programmes of study in Cognition and Learning (Science and Technology) and SEWB.
- 9.5. Parents/carers are fully consulted in the organisation and delivery of our Sex Education curriculum, in accordance with section 3 and section 4 of this policy.
- 9.6. Parents/carers are given the opportunity to advise on what should be taught through Sex Education.

9.6.1. Annual Reviews and the EHCP process

9.6.2. Parent Information Evenings

9.6.3. School website

9.6.4. Parent share sessions

9.6.5. Signposting to specialist external agencies, e.g. community nursing team

9.6.6. Surveys and feedback

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

9.8. A list of the statutory topics included in the science national curriculum at the different key stages, can be found in the Cognition and Learning Science and Technology Age and Stage document which can be found in Appendix 3 and the Cognition and Learning Science and Technology Programme of Study

Key Stage 1

9.9. For what pupils in Key Stage 1 are taught about Sex Education:

See Appendix 3 for Cognition and Learning Science and Technology Age and Stage Document for Key Stage 1

They are taught:

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in Cognition and Learning (Science and Technology) and SWB

Key Stage 2

9.10. For what pupils in Key Stage 2 are taught about Sex Education:

See Appendix 3 for Cognition and Learning Science and Technology Age and Stage Document for Key Stage 2

They are taught:

Through personalised programmes of study that link to the EHCPs

Through blocks of targeted lessons with support from outside agencies

Through class programmes of study in Cognition and Learning (Science and Technology) and SEWB

10. Delivery of the curriculum

- 10.1. The Relationships, Sex and Health curriculum will be delivered as part of our PSHE curriculum.
- 10.2. Through effective organisation and delivery of the subject, we will ensure that:
 - Core knowledge is sectioned into units of manageable size.
 - The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
 - Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.
- 10.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.
- 10.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 10.5. At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex, and health curriculum, rather than delivered as a standalone unit or lesson.
- 10.6. Pupils will be taught about LGBTQ+ in Years 1-6; we will always consider the development and maturity of pupils before teaching this topic.
- 10.7. The academy ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages, and any additional needs, such as SEND.
- 10.8. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.
- 10.9. Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 10.10. Throughout every year group, appropriate diagrams, videos, books, games, discussion, and practical activities will be used to assist learning.
- 10.11. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage, and cultural background of pupils.
- 10.12. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken will comply with KCSIE 2024.
- 10.13. Teachers will establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly.

- 10.14. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly, and appropriate to the pupil's age.
- 10.15. The programme will be designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 10.16. Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given so as to not stigmatise pupils based on their home circumstances.
- 10.17. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 10.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 10.19. Any resources or materials used to support learning will be formally assessed by the teachers delivering the lesson before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 10.20. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide or eating disorders. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 10.21. At all points of delivery of this programme, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents/carers.
- 10.22. Whilst there are no formal examinations for the relationships, sex and health curriculum, the academy will undertake informal assessments to determine pupil progress – these include the following:
 11. Tests
 12. Quizzes
 13. Group tasks

14. Working with external experts

- 14.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 14.2. The academy will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor policy.
- 14.3. The academy will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

- 14.4. Before delivering the session, the academy will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 14.5. The academy will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- 14.6. The academy will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 14.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

15. Equality and accessibility

- 15.1. The academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
 16. Age
 17. Sex
 18. Sexual orientation
 19. Race
 20. Disability
 21. Religion or belief
 22. Gender reassignment
 23. Pregnancy or maternity
 24. Marriage or civil partnership
- 24.1. The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 24.2. The academy understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- 24.3. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.
- 24.4. Provisions under the Equality Act 2010 allow our academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

- 24.5. 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.
- 24.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the academy implements a robust Behaviour for Learning Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

25. Curriculum links

- 25.1. The academy seeks opportunities to draw links between Relationships, Sex and Health Education and other curriculum subjects wherever possible to enhance pupils' learning.
- 25.2. Relationships, Sex and Health Education will be linked to the following subjects in particular:
- **Cognition and Learning (Science and Technology)** - 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. 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.
 - **PD** – Pupils explore various physical activities, are physically active or sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles
 - **SEWB and UtW** – Pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions, pupils learn about respect and difference, values and characteristics of individuals.

26. The right of withdrawal

- 26.1. Relationships Education and Health Education are statutory at primary school and parents/carers do not have the right to withdraw their child from the subjects.
- 26.2. As Sex Education is not statutory at primary level (other than what must be taught as part of the Science curriculum), parents/carers have the right to request to withdraw their child from all or part of the Sex Education curriculum, as outlined in section 9 of this policy.
- 26.3. The principal will automatically grant withdrawal requests in accordance with point 14.2; however, the principal will discuss the request with the parent/carer and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 26.4. The principal will discuss with the parent/carer, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.
- 26.5. The principal will keep a record of the discussion between themselves, the pupil, and the parent/carer.

- 26.6. The principal will grant a parent's/carer's request to withdraw their child from Sex Education, other than the content that must be taught as part of the Science curriculum.
- 26.7. The parent/carer will be informed in writing of the principal's decision.
- 26.8. Where a pupil is withdrawn from Sex Education, the principal will ensure that the pupil receives appropriate alternative education.

27. Behaviour

- 27.1. The academy has a **zero-tolerance approach** to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 27.2. Any bullying incidents caused as a result of the Relationships Education, Sex Education, and Health Education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the academy.
- 27.3. Any occurrence of these incidents will be reported to a member of academy staff, who will then discipline the pupil once they are on academy premises.
- 27.4. These incidents will be dealt with following the processes in our Behaviour for Learning policy and Anti-Bullying policy.
- 27.5. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

28. Staff training

- 28.1. All staff members at the academy will undergo training on a termly basis to ensure they are up to date with the Relationship Education, Sex Education and Health Education curriculum and associated issues. This will cover all aspects of the lessons the children will be taught across the school.
- 28.2. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the Relationships, Sex and Health Education subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 28.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

29. The preventative PSHE curriculum: safeguarding, reports of abuse and confidentiality

- 29.1. Confidentiality within the classroom is an important component of Relationships, Sex and Health Education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

- 29.2. Teachers will, however, alert the principal about any suspicions of inappropriate behaviour or potential abuse as per the academy's Child Protection and Safeguarding Policy.
- 29.3. Pupils will be fully informed of the academy's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.
- 29.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.
- 29.5. At the heart of these subjects there is a focus on keeping children safe, we play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

Addressing sexual violence and sexual harassment in the PSHE curriculum

- 29.6. Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Our staff maintain an attitude of 'it could happen here.'
- 29.7. Schools and colleges have a statutory duty to safeguard and promote the welfare of the children at their school/college. The best response to child sexual violence and harassment are those which take a whole school or college approach to safeguarding and child protection.
- 29.8. Our planned programme of evidence-based content delivered through the PSHE curriculum is part of our whole school approach that prepares our students for life in modern Britain. We have planned our programme with a spiral approach to meet the needs of our pupils, considering their age and stage of development. Although sexual harassment, abuse and violence are not directly covered with our pupils, we establish the foundations for this learning from KS1. Our preventative PSHE education curriculum specifically includes:
 - 30. Teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. This includes teaching about mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
 - 31. Supporting the children to nurture respectful and inclusive relationships, including asking, giving, and not giving permission.
 - 32. Teaching about boundaries and privacy and how to recognize who to trust and who not to trust.
 - 33. Teaching about safety online
 - 34. Teaching about stereotyping and equality, particularly around gender stereotypes and human rights, and how stereotypes can be unfair, negative, or destructive
 - 35. Teaching about body parts that are private

36. Quality assurance

- 36.1. The Relationships, Sex and Health Education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.
- 36.2. The Relationships, Sex and Health Education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:
 - 37. Learning walks
 - 38. Work scrutiny
 - 39. Lesson planning scrutiny
 - 40. Pupil interviews
- 40.1. The Relationships, Sex and Health Education subject leader will create annual subject reports for the principal and governing board to report on the quality of the subjects.
- 40.2. The Relationships, Sex and Health Education subject leader will work regularly and consistently with the principal through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

41. Monitoring and review

- 41.1. This policy will be reviewed on an annual basis by Bryden Joy, Senior Lead Practitioner for Personal Development. The next scheduled review date for this policy is September 2024.
- 41.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the academy or local area that may need addressing.
- 41.3. The OAT Trustees are responsible for approving this policy.
- 41.4. Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, pupils.

