

Trinity  
Academy  
St Peter's



<b>Policy:</b>	Relationships, Sex and Health Education
<b>Date of review:</b>	July 2021
<b>Date of next review:</b>	July 2023
<b>Lead professional:</b>	Samantha Heslop PSHE Lead
<b>Status:</b>	Statutory

## **1. Purpose of policy and guiding principles**

- 1.1. The academy believes that Relationships and Sex Education is the lifelong learning about moral and emotional development. It is about the understanding of what a relationship is, what friendship is, what family means and who the people are who can support them. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health at an age appropriate level. It is not about the promotion of sexual orientation or sexual activity; this would be inappropriate teaching.
- 1.2. We have a duty under the Equality Act (2010) to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT) and those with special educational needs and disabilities (SEND). Our inclusive Relationships and Sex Education fosters good relations between pupils, tackles all types of prejudice – including homophobia – and promotes understanding and respect.
- 1.3. Relationships Education is delivered to create an opportunity that enables pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Relationships and Sex Education is delivered within the aims and philosophy of the trust and the agreed framework for the overall pastoral care of pupils.
- 1.4 Through Relationships Education, and RSE, pupils will be taught the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This will be delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies.

## **2. Links with other policies or legislation**

- 2.1. The content of Sex Education delivered within the trust corresponds with National Curriculum Council, Health Education Guidance, and is in line with the DfE Guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019) made under sections 34 and 35 of the Children and Social Work Act 2017 Relationships and Sex Education (March 2000), Circular 5/94 relating to the Education Act 1996: Sex Education in Schools and the National Curriculum science documents.
- 2.2. The religious, moral and social aspects are identified in the Schemes of Work and in accordance with the Calderdale LEA Religious Studies Syllabus. Other aspects are delivered within science, PE and in the Personal, Social and Health Education (PSHE) curriculum.
- 2.3. 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.
- 2.4. The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use

technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

- 2.5. The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

### **3. Aims and Objectives of Relationship and Sex Education**

#### **Relationship Education**

Aim: To teach pupils the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The objective of this aim is to understand the following areas:

#### **3.1 Families and people who care for me**

Pupils should know:

- 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 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.
- 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.

#### **3.2. Caring friendships**

Pupils should know:

- 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, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely 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.

#### **3.3. Respectful relationships**

Pupils should know:

- the importance of respecting others, even when they are 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 cyberbullying), 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.

### **3.4. Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are 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 have never met.
- how information and data is shared and used online.

### **3.5. Being Safe**

Pupils should know:

- 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 is 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 or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not 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 are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

## **Physical health and mental wellbeing**

Aim: To teach pupils the characteristics of good physical health and mental wellbeing.

### **3.6. Mental wellbeing**

Pupils should 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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having 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, 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.

- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **3.7. Internet safety and harms**

Pupils should 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 and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, 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, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### **3.8. Physical health and fitness**

Pupils should 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 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.

### **3.9. Healthy eating**

Pupils should know:

- what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **3.10. Drugs, alcohol and tobacco**

Pupils should know:

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

### **3.11. Health and prevention**

Pupils should 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, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

### **3.12. Basic first aid**

Pupils should 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.

### **3.13. Changing adolescent body**

Pupils should 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 including the key facts about the menstrual cycle.

## **4. Delivery and continuity**

- 4.1. All topics delivered form part of a carefully planned programme and there is progression and continuity from nursery onwards.
- 4.2. All work is delivered by a team of staff, who have received appropriate and relevant training on Relationships and Sex Education, through a series of well-resourced lessons and as a specific part of the PSHE and science curriculum.
- 4.3 The teaching of Relationships Education, and RSE is delivered to pupils within a series of lessons set out in the PSHE curriculum and as a distinct part of the science curriculum.
- 4.3. The teaching of the importance of healthy and caring relationships is delivered to all pupils within a series of pastoral assemblies and lessons set out in the PSHE curriculum.
- 4.4. Teachers will build on knowledge pupils have obtained from EYFS. (some content removed here)

## **5. Values and framework**

- 5.1. All sessions on Relationships and Sex Education are delivered within a framework which clearly outlines what is appropriate behaviour for these sessions based on a good knowledge of pupils and their circumstances, as well as good communication and interpersonal skills within a broader base of self-esteem and respect. The delivery aims to be supportive, inclusive of all pupils' needs, honest and open whilst demonstrating respect for staff and others.
- 5.2. The aim is to provide an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of, and responsible for, their own body and actions.
  - Balanced factual information will be given within a framework in which pupils can examine their own attitudes and have opportunities to consider other views.
  - Materials, information and teaching strategies used will be selected to be appropriate for the pupils' age, intellectual development and maturity.
  - Teachers will assume that they may be covering areas that some parents will already have covered with their children; therefore attitudes may have been formed and should be respected.
  - It is recognised that it is important for the moral dimensions of sexual relationships to be considered responsibly, taking account of religious principles and parental guidance.

- The content will be presented to pupils in such a way so as to encourage them to have due regard for moral considerations and the value of family life.
- All work delivered will be sensitive to the needs of all pupils and will take account of gender, religions and sexual orientation.

5.3. The materials in use will be reviewed regularly by the Senior Leadership Group and subject leaders. The pupils will play a full and active part in reviewing their effectiveness.

## **6. Information to Parents**

6.1. Information on the content of the programme will be shared in the class newsletters, information sessions and can also be gained by contacting the Principal at the school.

6.2. Parents do have the right to withdraw their children from Sex Education lessons (that are not part of the science curriculum), but not Relationship and Health Education. Requests for withdrawal from lessons should be addressed to the Principal, who will arrange a meeting to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum who will make suitable arrangements. Please be aware that a parent's choice to withdraw a child from Sex Education does not affect the child's right to use confidential health services provided at the school or elsewhere.

6.3. This process is the same for pupils with SEND.

## **7. Support for staff and pupils**

7.1. The following measures are in place to support pupils and staff in relation to Relationship and Sex Education:

- The PSHE Leader / SLG members will attend training and meetings as appropriate, to ensure that each school within the trust is kept informed and up-to-date.
- Teachers responsible for delivering Relationships and Sex Education should feel confident and will be given appropriate support and training, if required.
- Experts who are not teachers may be involved in Relationships and Sex Education. This will only take place after consultation with the PSHE Leader / SLG members and their involvement will be in accordance with this policy. The input by any outside agency may be observed, or supported, by academy professionals.
- Priority will be given to staff new to the teaching of Relationships and Sex Education when training opportunities are available.
- Guidelines based on DfE guidance are available for all teachers of Relationships and Sex Education (via Department of Education website). Staff are reminded of these guidelines and the need to develop appropriate teaching strategies.
- Staff are also reminded of their responsibilities towards Child Protection and how effective Relationships and Sex Education can bring an understanding of acceptable behaviour, which can lead to a disclosure of a child protection issue.
- No member of staff will be instructed against their wishes to deliver Relationships and Sex Education.
- Provision for pupils to discuss issues or concerns, on an individual basis is made available through the academy's pastoral team. The pupil will be met by the pastoral team and could be signposted to another support team within the school.
- There are clearly identified staff within the academy to provide or arrange additional support or guidance, as and when necessary. These staff will follow trust procedure in cases where pupils are thought to be at risk.

## **8. Organisational aspects of the Relationships and Sex Education programme**

8.1. Pupils groupings: Topics will normally be delivered in class groups, which are mixed gender and mixed ability groups, but individual needs will be taken into account and reasonable adjustments will be made where appropriate. Occasionally single gender groups may be organised at the discretion of the staff delivering the programme in consultation with the PSHE Leader / SLG members and any outside agencies involved in the topic.

## **9. Health Professionals**

9.1. The involvement of health professionals is encouraged within the Relationships and Sex Education Programme, to support the work of the teaching staff and to present a community view on the various topics.

9.2. Aspects and approaches to the delivery of Relationships and Sex Education by Health professionals will be in line with the each academy's PSHE and RSE Curriculum Plan. Health professionals will, therefore, only be involved in the programme after discussion with one or more of those responsible for the programme within a particular academy and the agreement of the academy's senior leadership group (SLG).

## **10. Parental Requests**

10.1. Parental requests to view materials will be met within 21 days. Parents will be invited to the academy at a mutually convenient time in order to look at materials used. Where copies of materials used are requested, the Principal must be assured that these are not for reproduction or use elsewhere and may charge at the current rate for each sheet copied. Additional time must also be added to allow the clerical staff to produce copies and post them. This may be up to one working week. The handling of requests will be dealt with in line with the Freedom of Information Act.

10.2. Parental requests for their child/ren to be withdrawn from sessions on Sex Education will result in a discussion between the academy (usually the Principal) and the parent, and as appropriate, the child. If removal from certain or all sessions is decided then the child/ren will work in an agreed quiet space for the agreed sessions and will be set an equal amount of work to that being covered in the sessions.

## **11. Monitoring and Evaluation of the Relationships and Sex Education Policy**

11.1. This will take place through:

- end of topic review of the materials and delivery by pupils and staff
- regular meetings of those involved in the delivery of the programme
- meetings between those responsible for planning and organising and the relevant member of the senior management team
- annual review of the policy on Relationships and Sex Education
- meetings within the SLG as necessary to discuss changing DfE Guidelines, Legislation, Student Needs, Academy Needs as perceived by the academy or the Governors
- reports will be made as required to the Staff/Student/Governors.



## **12. Roles and responsibilities**

- 12.1. The planning and organisation of the Relationships and Sex Education programme is the responsibility of an Assistant Principal (responsible for PSHE).
- 12.2. Liaison needs to be maintained with other subject leaders, the DSL and other members of the Senior Leadership Team
- 12.3. Pupils will have opportunities to review and reflect on their learning during lessons, as well as pupil voice at varying points in the year. This will help shape the curriculum moving forward.