

# Relationships and sex education policy



<b>Approved by:</b>	Brackenwood Junior School Governing Body	<b>Date:</b> December 2024
<b>Next review due by:</b>	December 2025	



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12<sup>th</sup> November 2024


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12<sup>th</sup> November 2024

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12<sup>th</sup> November 2024

Contents:

Statement of intent .....Page 3

1. Legal Framework	Page 3
2. Roles and responsibilities	Page 4
3. Organisation of the curriculum	Page 6
4. Consultation with parents	Page 7
5. Relationships education overview	Page 7
6. Relationships education per year group	Page 9
7. Health education overview	Page 10
8. Health education per year group	Page 12
9. Sex education	Page 13
10. Delivery of the curriculum	Page 14
11. Working with external experts .....	Page 15
12. Equality and accessibility .....	Page 16
13. Curriculum links .....	Page 16
14. Withdrawing from the subjects .....	Page 17
15. Behaviour .....	Page 17
16. Staff training .....	Page 17
17. Confidentiality .....	Page 18
18. Quality of education .....	Page 18
20. Monitoring and review .....	Page 18

### **Statement of intent.**

At Oak Trees Multi Academy Trust, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the Trusts statutory curriculum. Our schools aim to assure parents and pupils that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where parents and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned in consultation with responses from parents, young people, schools and experts. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

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, which is required to be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. Sex education does not go above and beyond the focus of reproduction. State-funded primary schools are also required to teach health education.

## **1. Legal framework**

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

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE (2024) 'Keeping children safe in education 2024'

This policy operates in conjunction with the following Trust policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Inclusion Policy
- Equality and Diversity Policy
- Child-on-child Abuse Policy
- Anti-bullying Policy
- Online Safety Policy
- School Development Plan (SDP)

## **2. Roles and responsibilities**

### **2.1. The Trust board is responsible for:**

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school.
- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Creating and keeping up-to-date a separate written statement of this policy and ensuring the statement is published on the school's website and provided free of charge to anyone who requests it.
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues.
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

### **2.2. The Headteacher is responsible for:**

- The overall implementation of this policy.
- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject.
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs.
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.

- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of RHE provision.

**2.3. The RHE subject leader is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school.
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach.
- Ensuring the subjects are age-appropriate and high-quality and up-to-date.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum.
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

**2.4. The SENCO is responsible for:**

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects.

**2.5. The appropriate teachers are responsible for:**

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the RHE subject leader to evaluate the quality of provision.

## 2.6. Parents are responsible for:

- Enabling their children to grow and mature and to form healthy relationships.
- Supporting their children through their personal development and the emotional and physical aspects of growing up.
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content.
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE.
- Seeking additional support in this from the school where they feel it is needed.

## 3. Organisation of the curriculum

**Schools are free to determine whether RHE will be delivered as part of their PSHE curriculum, as a joint subject, or as a standalone subject.**

Every primary school is required to deliver statutory relationships education and health education.

For the purpose of this policy:

- **"Relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.
- **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.
- **"Sex education"** is defined as teaching pupils about developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. The school has organised a curriculum that is appropriate for the age and developmental stages of pupils within each year group. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

The school is dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

The school will consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Focus groups
- Meetings
- Training sessions
- Newsletters and letters

Any parent, 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 Headteacher.
- Emailing the school office

## **1. Consultation with parents**

The school understands the important role parents play in enhancing their children's understanding of relationships and health and how important parents' views are in shaping the curriculum. The school will provide parents with frequent opportunities to understand and ask questions about the school's approach to RHE.

The school will consult closely with parents when reviewing the content of the school's RHE curriculum and will give them regular opportunities to voice their opinions. The school will use the views of parents to inform decisions made about the curriculum content and delivery; however, parents will not be granted a 'veto' on curriculum content, and all final decisions will be made by school. The school will permit parents access to all curriculum materials and the school will not enter into contracts with outside providers that seek to prevent parents from seeing materials.

Parents will be provided with the following information via school websites:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, 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

The school will work closely with parents in reviewing the sex education curriculum and will consult with them annually with regard to what is covered.

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns, and help parents in managing conversations with their children on the issues covered by the curriculum. Parents will also be consulted in the review of this policy and encouraged to provide their views at any time.

## **2. Relationships education overview**

### **2.1. Families and people who care for me**

By the end of primary school, pupils will know:

- That families are important for them 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.

## **2.2. Caring friendships**

By the end of primary school, pupils will 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, 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.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

## **2.3. Respectful relationships**

By the end of primary school, pupils will know:

- The importance of respecting others – even when they are very different from them, make different choices, or have different preferences or beliefs.
- Which 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 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 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.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## **2.4. Online relationships**

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including 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, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

### **2.5. Being safe**

By the end of primary school, pupils will 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.
- 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, including online, who 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 and 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 seek advice, for example, from their family, their school and other sources.

### **3. Relationships education per year group**

The school is free to determine, within the statutory curriculum content outlined in the ['Relationships education overview' section](#), what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

#### **Year 3**

**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

Suggested prior learning							
<a href="#">Y2 Families and relationships</a>							
Unit outcomes							
<p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"><li>• Understand that families are all different.</li><li>• Know that families offer each other support but sometimes they can experience problems.</li><li>• Understand that problems occur in friendships and that violence is never right.</li><li>• Understand what bullying is and what to do if it happens.</li><li>• Describe what a good listener is and know how to show that they are listening.</li><li>• Say who they trust and why.</li><li>• Understand that people can have similarities and differences and explain how differences can be a positive thing.</li><li>• Understand how toys can reinforce gender stereotypes.</li><li>• Understand that stereotypes arise from a range of factors, including some of those associated with age.</li></ul>							
Key vocabulary				Unit specific links			
Bullying communicate empathy open questions similar solve stereotype sympathy trust							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<a href="#">Lesson 1: Healthy families</a>	<a href="#">Lesson 2: Friendship conflict</a>	<a href="#">Lesson 3: Friendship: conflict versus bullying</a>	<a href="#">Lesson 4: Effective communication</a>	<a href="#">Lesson 5: Learning who to trust</a>	<a href="#">Lesson 6: Respecting differences in others</a>	<a href="#">Lesson 7: Stereotyping: Gender</a>	<a href="#">Lesson 8: Stereotyping: Age</a>
To understand that families love and support each other but sometimes problems can occur and help is available if needed.	To understand that friendships have ups and downs and that problems can be resolved.	To begin to understand the impact of bullying.	To listen and communicate effectively.	To understand why trust is an important part of positive relationships.	To begin to understand the differences between people and why it is important to respect these differences.	To <del>recognise</del> that stereotypes are present in everyday life.	To <del>recognise</del> that stereotypes exist based on a number of factors.
Suggested next steps							
<a href="#">Y4 Families and relationships</a>							

**Year 4**

Suggested prior learning							
<a href="#">Y3 Families and relationships</a>							
Unit outcomes							
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>• Understand that manners vary in different situations.</li><li>• Understand boundaries in friendships, including physical boundaries and expectations.</li><li>• Understand that what they do and say affects other people.</li><li>• Understand the impact of bullying and the role bystanders can take.</li><li>• Recognise male and female stereotyped characters.</li><li>• Understand that stereotypes about disabilities are usually untrue.</li><li>• Understand that families are all different and they offer each other support but sometimes they can experience problems.</li><li>• Know what bereavement is and how to support someone who has experienced a bereavement.</li></ul>							
Key vocabulary				Unit specific links			
act of kindness	authority	bereavement	boundaries	bystander	permission		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<a href="#">Lesson 1: Respect and manners</a>	<a href="#">Lesson 2: Healthy friendships</a>	<a href="#">Lesson 3: How my behaviour affects others</a>	<a href="#">Lesson 4: Bullying</a>	<a href="#">Lesson 5: Stereotypes: Gender</a>	<a href="#">Lesson 6: Stereotypes: Disability</a>	<a href="#">Lesson 7: Families in the wider world</a>	<a href="#">Lesson 8: Change and loss</a>
To develop an understanding of courtesy and manners in a range of situations.	To begin to understand the physical and emotional boundaries in friendships.	To understand that my behaviour can have an impact on others.	To understand the impact of bullying and the responsibility of bystanders to help.	To explore stereotypes in fictional characters and think about how these might influence us.	To recognise that stereotypes can relate to a number of factors.	To begin to understand that families are very varied, in this country and across the world.	To explore how we can help following a bereavement.
Suggested next steps							
<a href="#">Y5 Families and relationships</a>							

**Year 5**

**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

Suggested prior learning							
<a href="#">Y4 Families and relationships</a>							
Unit outcomes							
Pupils who are secure will be able to: <ul style="list-style-type: none"> <li>Describe what qualities a good friend should have and recognise which of these they have and which they could develop.</li> <li>Recognise that friendships have ups and downs and this is normal.</li> <li>Understand what marriage is and know that it is a choice people make.</li> <li>Understand that we all have a range of attributes that make us who we are and we should be proud of these.</li> <li>Understand that sometimes families can make children feel unhappy or unsafe.</li> <li>Understand why someone might bully others.</li> <li>Understand that attitudes and laws around gender equality have changed over time.</li> <li>Understand that stereotypes exist and these can lead to discrimination.</li> </ul>							
Key vocabulary				Unit specific links			
Attributes	bullying	bystander	cyberbullying	marriage	secret wedding		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<a href="#">Lesson 1: Build a friend</a>	<a href="#">Lesson 2: Friendship skills</a>	<a href="#">Lesson 3: Marriage</a>	<a href="#">Lesson 4: Respecting myself</a>	<a href="#">Lesson 5: Family life</a>	<a href="#">Lesson 6: Bullying</a>	<a href="#">Lesson 7: Stereotyping: Gender</a>	<a href="#">Lesson 8: Stereotypes: Race and religion</a>
To understand how to form and maintain positive relationships.	To explore the ups and downs of friendships.	To understand the concept of marriage.	To begin to understand self-respect.	To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens.	To understand more about bullying and how to get help.	To recognise how attitudes to gender have changed over time.	To explore the impact of stereotypes and how they can lead to discrimination.
Suggested next steps							
<a href="#">Y6 Family and relationships</a>							

## Year 6

Suggested prior learning						
<a href="#">Y5 Families and relationships</a>						
Unit outcomes						
Pupils who are secure will be able to: <ul style="list-style-type: none"> <li>Understand that everyone can expect a level of respect but this can be lost.</li> <li>Understand what respect is and how they should be respected.</li> <li>Understand how stereotypes influence our ideas and opinions.</li> <li>Understand a range of stereotypes and share this information effectively.</li> <li>Create a resolution guide that includes strategies to manage conflicts and describes situations where conflict is likely to arise.</li> <li>Understand the term grief and describe some of the associated emotions.</li> </ul>						
Key vocabulary				Unit specific links		
Authority	conflict	earn	expectation	grief	grieving	resolve
respect						
stereotype						
<a href="#">Key vocabulary display: Year 6 Families and relationships</a>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<a href="#">Lesson 1: Respect</a>	<a href="#">Lesson 2: Respectful relationships</a>	<a href="#">Lesson 3: Stereotypes: Attitudes</a>	<a href="#">Lesson 4: Challenging stereotypes</a>	<a href="#">Lesson 5: Resolving conflict</a>	<a href="#">Lesson 6: Change and loss</a>	
To understand what we mean by respect and why it is important.	To understand that respect is two-way and how we treat others is how we can expect to be treated.	To explore other people's attitudes and ideas and to begin to challenge these.	To understand stereotypes and be able to share information on them.	To resolve disputes and conflict through negotiation and compromise.	To begin to understand the process and emotions relating to grief.	

## 1. Health education overview

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

### **1.1. Mental wellbeing**

By the end of primary school pupils will know:

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

### **1.2. Internet safety and harms**

By the end of primary school, pupils will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **1.3. Physical health and fitness**

By the end of primary school, pupils will know:

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

### **1.4. Healthy eating**

By the end of primary school, pupils will know:

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

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

By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### **1.6. Health and prevention**

By the end of primary school, pupils will know:

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

### **1.7. Basic first aid**

By the end of primary school, pupils will know:

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

### **1.8. Changing adolescent body**

By the end of primary school, pupils will know:

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

## **1. Health education per year group**

The school is free to determine, within the statutory curriculum content outlined in '[Health education overview](#)' section, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. The school implements a progressive curriculum, in which topics are built upon prior knowledge taught in previous years as pupils progress through school, with a view to providing a smooth transition to secondary school.

### **Year 3**

**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

Suggested prior learning						
<a href="#">Y2 Health and wellbeing</a>						
Unit outcomes						
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>• Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.</li> <li>• Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose.</li> <li>• Understand the different aspects of their identity.</li> <li>• Identify their own strengths and that they can help other people.</li> <li>• Describe how they would break a problem down into small, achievable goals.</li> <li>• Understand the benefits of healthy eating and dental health.</li> </ul>						
Key vocabulary			Unit specific links			
Alone	balance	barriers	belonging	identity	lonely	resilience
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<a href="#">Lesson 1: My healthy diary</a>	<a href="#">Lesson 2: Relaxation: stretches</a>	<a href="#">Lesson 3: Wonderful me</a>	<a href="#">Lesson 4: My superpowers</a>	<a href="#">Lesson 5: Resilience: breaking down barriers</a>	<a href="#">Lesson 6: Communicating my feelings</a>	<a href="#">Lesson 7: Diet and dental health</a>
To understand and plan for a healthy lifestyle including physical activity, rest and diet.	To perform a range of relaxation stretches.	To understand the different aspects of my identity.	To identify my own strengths and begin to see how they can affect others.	To break down barriers into smaller, achievable goals.	To recognise when to give consent.	To understand the benefits of healthy eating and dental health.
Suggested next steps						
<a href="#">Y4 Health and wellbeing</a>						

**Year 4**



**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

Suggested prior learning									
<a href="#">Y3 Health and wellbeing</a>									
Unit outcomes									
Pupils who are <b>secure</b> will be able to:									
<ul style="list-style-type: none"><li>• Identify and share key facts about dental health.</li><li>• Describe a calm place that helps them to feel relaxed.</li><li>• Describe how they feel when they make a mistake and explain what can be learned from making mistakes.</li><li>• Write or describe their strengths and how they could use these in school.</li><li>• Describe what makes them happy, suggesting how they could work towards this as a goal.</li><li>• Explain that there are some things they can control and others they cannot.</li><li>• Understand the range of emotions we can experience.</li><li>• Understand what mental health is and that sometimes people might need help.</li></ul>									
Key vocabulary					Unit specific links				
Emotions	fluoride	healthy	intense emotions	mental health	relaxation	resilience	skill	visualise	
<a href="#">Vocabulary display: Year 4: Health and wellbeing</a>									
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
<a href="#">Lesson 1: Looking after our teeth</a>	<a href="#">Lesson 2: Relaxation: Visualisation</a>	<a href="#">Lesson 3: Celebrating mistakes</a>	<a href="#">Lesson 4: Meaning and purpose: My role</a>	<a href="#">Lesson 5: My happiness</a>	<a href="#">Lesson 6: My emotions</a>	<a href="#">Lesson 7: Mental health</a>			
To understand how we can look after our teeth.	To understand what relaxation feels like and to know that relaxation techniques can be used anywhere.	To develop a growth mindset and understand that mistakes are useful.	To identify individual strengths and begin to see how they can affect others.	To identify what is important to me and to take responsibility for my own happiness.	To understand a range of emotions.	To begin to understand what mental health is and who can help if I need it.			
Suggested next steps									
<a href="#">Y5 Health and wellbeing</a>									

**Year 5**

<b>Suggested prior learning</b>						
<a href="#">Y4 Health and wellbeing</a>						
<b>Unit outcomes</b>						
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Perform some yoga poses, following the instructions from a video, and describe how yoga makes them feel.</li> <li>Describe how they can get a good night's sleep and explain why this is important.</li> <li>Describe why they should embrace failure.</li> <li>Describe a strategy to help manage feelings of failure and to help them to persevere.</li> <li>Set themselves goals and consider how they will achieve them.</li> <li>Describe a range of feelings and suggest two ways of dealing with a difficult situation.</li> <li>Demonstrate an understanding of what calories are and how to use them to help plan healthy meals.</li> <li>Recognise the food groups and acknowledge that having a variety of food is important for having a balanced and healthy diet.</li> <li>Understand how to keep safe in the sun and some of the risks, now and in the future, if they don't.</li> </ul>						
<b>Key vocabulary</b>			<b>Unit specific links</b>			
Fail	goal	protect	relaxation	responsibility	steps	
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<a href="#">Lesson 1: Relaxation: yoga</a>	<a href="#">Lesson 2: The importance of rest</a>	<a href="#">Lesson 3: Embracing failure</a>	<a href="#">Lesson 4: Going for goals</a>	<a href="#">Lesson 5: Taking responsibility for my feelings</a>	<a href="#">Lesson 6: Healthy meals</a>	<a href="#">Lesson 7: Sun safety</a>
To use yoga poses and breathing to relax.	To understand the benefits of sleep.	To understand the purpose of failure.	To learn how to set short-term, medium-term and long-term goals.	To take responsibility for your own feelings and actions and to use vocabulary to describe these.	To understand and be able to plan healthy meals.	To understand risks associated with the sun and how these can be avoided, taking independence for my own sun protection.
<b>Suggested next steps</b>						
<a href="#">Y6 Health and wellbeing</a>						

**Year 6**

**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

Suggested prior learning							
<a href="#">Y5 Health and wellbeing</a>							
Unit outcomes							
Pupils who are secure will be able to: <ul style="list-style-type: none"> <li>Describe qualities or values they want to develop and create achievable goals.</li> <li>Describe the importance of relaxation and suggest different strategies.</li> <li>Describe how they take care of their physical wellbeing.</li> <li>Understand that technology can have an impact on physical and mental health and know some strategies they can use to overcome this.</li> <li>Describe what resilience is, why it is important and some useful resilience strategies.</li> <li>Understand how vaccination works and why it is important to individuals.</li> <li>Understand that habits can be good or bad for health.</li> <li>Understand that changes in their body could indicate illness and know what to do if they notice them.</li> </ul>							
Key vocabulary				Unit specific links			
Antibodies	growth	mindset	habit	qualities	responsibility	skill	vaccination
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<a href="#">Lesson 1: What can I be?</a>	<a href="#">Lesson 2: Relaxation: Mindfulness</a>	<a href="#">Lesson 3: Taking responsibility for my health</a>	<a href="#">Lesson 4: The impact of technology on health</a>	<a href="#">Lesson 5: Resilience toolbox</a>	<a href="#">Lesson 6: Immunisation</a>	<a href="#">Lesson 7: Good and bad habits</a>	<a href="#">Lesson 8: Physical health concerns</a>
To identify long term goals and how to work towards them.	To use mindfulness to manage emotions.	To understand and plan for a healthy lifestyle.	To understand the potential impact of technology on physical and mental health.	To reflect on skills they have developed to identify and respond to difficult situations.	To understand ways that people can help prevent themselves and others becoming ill.	To understand how habits can impact health.	To understand what happens when people are ill and know when to seek support.
Suggested next steps							

## 2. Sex education

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.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum.

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with the '[Organisation of the curriculum](#)' and '[Consultation with parents](#)' sections of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

**Year 3**

Suggested prior learning							
<a href="#">Y2 Safety and the changing body</a>							
Unit outcomes							
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>• Show an understanding that they must consider their own safety before helping others in an emergency situation.</li><li>• Understand how to help someone who has been bitten or stung.</li><li>• Write an email with instructions written using positive language.</li><li>• Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.</li><li>• Send an email that describes some of the best ways to avoid being tricked by fake emails.</li></ul>							
Key vocabulary				Unit specific links			
Allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries <a href="#">Vocabulary display: Year 3: Safety and the changing body</a>							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<a href="#">Lesson 1: First Aid: Emergencies and calling for help</a>	<a href="#">Lesson 2: First Aid: bites and stings</a>	<a href="#">Lesson 3: Be kind online</a>	<a href="#">Lesson 4: Cyberbullying</a>	<a href="#">Lesson 5: Fake emails</a>	<a href="#">Lesson 6: Making choices</a>	<a href="#">Lesson 7: Influences</a>	<a href="#">Lesson 8: Keeping safe out and about</a>
To understand the role I can take in an emergency situation.	To understand how to help if someone has been stung or bitten.	To understand the importance of being kind online and what this looks like.	To understand that cyberbullying involves being unkind online.	To understand that not all emails are genuine	To understand the choices people can make and those which are made by others.	To begin to recognise who and what can influence our decisions.	To develop an understanding of safety on or near roads.
Suggested next steps							
<a href="#">Y4 Safety and the changing body</a>							

**Year 4**

Suggested prior learning											
<a href="#">Y3 Safety and the changing body</a>											
Unit outcomes											
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"><li>• Understand the reasons for legal age restrictions.</li><li>• Understand how quickly information can spread on the internet and some of the risks associated with that.</li><li>• Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack.</li><li>• Understand the difference between private and public, and secrets and surprises.</li><li>• Understand how search engines work and whether information is useful.</li><li>• Understand the changes they have already gone through and aware of some changes to come.</li><li>• Understand that they will change physically as they develop into adults.</li><li>• Understand some of the risks of smoking and some of the benefits of being a non-smoker.</li></ul>											
Key vocabulary					Unit specific links						
Age restriction	Asthma	Breasts	Genitals	Law	Penis	Private	Protect	Puberty	Public	Testicles/Teste	Tobacco
<a href="#">Vocabulary display: Year 4: Safety and the changing body</a>											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8				
<a href="#">Lesson 1: Internet safety: Age restrictions</a>	<a href="#">Lesson 2: Share aware</a>	<a href="#">Lesson 3: First Aid: asthma</a>	<a href="#">Lesson 4: Privacy and secrecy</a>	<a href="#">Lesson 5: Consuming information online</a>	<a href="#">Lesson 6: Growing up</a>	<a href="#">Lesson 7: Introducing puberty</a>	<a href="#">Lesson 8: Tobacco</a>				
To understand that age restrictions are designed to protect us	To understand the benefits and risks of sharing material online	To understand how to help someone with asthma	To develop understanding of privacy and the difference between secrets and surprises	To understand that not all information on search engines is valuable	To recognise that change is part of growing up	To recognise the physical differences between children and adults	To begin to understand the risks of smoking and the benefits of being a non-smoker				
Suggested next steps											
<a href="#">Y5 Safety and the changing body</a>											

**Year 5**

**OAK TREES MULTI ACADEMY TRUST**  
**RELATIONSHIPS AND HEALTH EDUCATION POLICY**  
**POLICY NUMBER GEN057 ISSUE: A, SEPTEMBER 2024**

Suggested prior learning						
<a href="#">Y4 Safety and the changing body</a>						
Unit outcomes						
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Understand what is safe to share online and what to do before sending a message.</li> <li>Identify possible dangers online, suggesting ways to stay safe, using the web to research relevant information.</li> <li>Accurately name all the relevant parts of the body.</li> <li>Understand the changes their own gender will go through during puberty.</li> <li>List the range of changes they will go through during puberty.</li> <li>Assess a casualty's condition; calmly, comfort and reassure a casualty who is bleeding; and seek medical help if required.</li> <li>Understand that other people can influence our decisions but we have the right to make our own choices.</li> </ul>						
Key vocabulary						
Acquaintance   bladder   breasts   bleeding   cervix   choice   consent   decision   egg/ovum   ejaculation   erection   fallopian tube Friend   genitals   head injury   influence   labia   menstruation/period   nipples   ovary/ovaries   peer pressure   penis Puberty   testicles   uterus/womb   vagina   vulva <a href="#">Vocabulary display: Year 5: Safety and the changing body</a>						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<a href="#">Lesson 1: Online friendships</a>	<a href="#">Lesson 2: Staying safe online</a>	<a href="#">Lesson 3: Puberty</a>	<a href="#">Lesson 4: Menstruation</a>	<a href="#">Lesson 5: Emotional changes in puberty</a>	<a href="#">Lesson 6: First Aid: Bleeding and head injuries</a>	<a href="#">Lesson 7: Alcohol, drugs and tobacco: Making decisions</a>
To begin to understand some issues related to online friendships including the impact of actions.	To learn about staying safe online.	To understand physical changes during puberty.	To understand the menstrual cycle.	To understand emotional changes during puberty.	To understand how to help someone who is bleeding.	To begin to understand the influence others have on us and how we can make our own decisions.
Suggested next steps						
<a href="#">Y6 Safety and the changing body</a>						

## Year 6

Suggested prior learning							
<a href="#">Y5 Safety and the changing body</a>							
Unit outcomes							
Pupils who are <b>secure</b> will be able to: <ul style="list-style-type: none"> <li>Understand some of the reasons adults decide to drink or not drink alcohol.</li> <li>Understand some ways to check that a news story is real.</li> <li>Understand how they should behave online and the impact negativity can have.</li> <li>Understand of changes that take place during puberty.</li> <li>Understand the menstrual cycle and that a male and a female are needed to conceive a baby.</li> <li>Understand that a baby changes in the womb and some of the baby's requirements during the first months of life.</li> <li>Recognise when someone is choking; administer first aid to a casualty that is choking; and seek medical help if required for a choking casualty.</li> <li>Conduct a primary survey; place a casualty who is unresponsive and breathing normally into the recovery position; and identify when it is necessary for CPR to be given.</li> </ul>							
Key vocabulary							
Alcohol   Bladder   Breasts   Cervix   Clitoris   Conception   Cyberbullying   Egg or ova   Ejaculation   Erection   Fallopian tube   Fertilisation Genitals   Internet trolling   Labia   Menstruation/period   Nipples   Ovary/ovaries   Penis   Pregnant   Puberty   Pubic hair   Scrotum   Sexual intercourse   Sperm   Sperm duct   Testicles/testes   Urethra   Uterus   Vagina   Vaginal opening   Voice breaking   Vulva   Wet dreams   Womb							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<a href="#">Lesson 1: Alcohol</a>	<a href="#">Lesson 2: Critical digital consumers</a>	<a href="#">Lesson 3: Social media</a>	<a href="#">Lesson 4: Physical and emotional changes of puberty</a>	<a href="#">Lesson 5: Conception (Parents can withdraw their child from part of this lesson)</a>	<a href="#">Lesson 6: Pregnancy and birth (Parents have the right to withdraw their child from this lesson)</a>	<a href="#">Lesson 7: First Aid: Choking</a>	<a href="#">Lesson 8: First Aid: Basic life support</a>
To begin to understand the risks of alcohol	To start to become a discerning consumer of information online	To understand that online relationships should be treated in the same way as face to face relationships			To understand the development of the baby during pregnancy	To understand how to help someone who is choking	To understand how to help someone who is unresponsive
Suggested next steps							

### 3. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our PSHE curriculum.

The school will ensure that keeping children safe and preventative education remain at the heart of PSHE subjects.

Sex education will be delivered through the science curriculum and the PSHE curriculum.

Through effective organisation and delivery of the subject, the school 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.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional development. The school will ensure 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. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

### **1.1. Curriculum organisation**

Pupils will receive their entitlement for learning PSHE through a curriculum which demonstrates progression. The RHE programme is delivered through a variety of opportunities including:

- Designated PSHE time as part of a spiral curriculum
- Circle time
- Use of external agencies and/or services
- School ethos
- Small group work
- Cross curricular links
- Assemblies
- Enrichment days and weeks
- Residential trips

### **1.2. Terminology**

In recognition of the fact that the use of code names for body parts can facilitate the normalisation of child sexual abuse, teaching staff will use and teach pupils the anatomically correct names for body parts.

### **1.3. Dealing with difficult questions**

The school will support teaching staff to feel comfortable to answer questions from pupils, by providing regular CPD training in how to deliver sex education, including sessions on confidentiality, setting ground rules, handling controversial issues, responding to 'awkward' questions and an introduction to the rationale of why teaching RHE is so important. The school will encourage teaching staff to refer questions they feel ill-equipped to answer to the RHE subject leader for advice or support in handling the question.

Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.

The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

## **1. Working with external experts**

The school may invite guest speakers into school to talk on issues related to RHE, e.g., an expert or experienced health professional who can challenge pupil's perceptions. A teacher will be present throughout these lessons.

Visitors will be given a copy of this policy and expected to comply with the guidelines outlined within it. All resources used by guest speakers will be available to parents to view prior to lesson delivery.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 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.

**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.**

## **2. Equality and accessibility**

The school understands its responsibilities in relation to the Equality Act 2010; specifically, that it must not unlawfully discriminate against any pupil based on their protected characteristics.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school will ensure that RHE programme is inclusive, and caters to the needs, of pupils with SEND or other support needs, such as those with SEMH needs.

Teachers will understand that they may need to adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other support needs.

Provisions under the Equality Act 2010 allow our school 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.

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.

In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which sets out expectations of pupils.

The school understands that RHE may include topics which are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the wellbeing lead to discuss this.

### **3. Curriculum links**

The school seeks opportunities to draw links between RHE and other curriculum subjects wherever possible to enhance pupils' learning. RHE will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

### **4. Withdrawing from the subjects**

RHE are statutory at primary and parents do not have the right to withdraw their child from the subjects.

As sex education is not statutory at primary level, other than what must be taught as part of the science curriculum, parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The Headteacher will automatically grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum; however, the Headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The Headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The Headteacher will keep a record of the discussion between themselves, the pupil and the parent. The parent will be informed in writing of the Headteacher's decision.

Where a pupil is withdrawn from sex education, the Headteacher will ensure that the pupil receives appropriate alternative education.

## **5. Behaviour**

The school aims to foster a culture based on mutual respect and understanding for one another, and as such, has a zero-tolerance approach to bullying. Any bullying incidents caused as a result of the RHE programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-bullying Policy.

The Headteacher 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.

## **6. Staff training**

All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the RHE programme and associated issues.

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.

## **7. Confidentiality**

The school will aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's Child Protection and Safeguarding Policy should be followed.

Pupils will be informed prior to delivery of RHE lessons that confidentiality will remain unless school staff feel that a child is at risk of harm. This information will need to be passed on to the DSL and the pupils will be informed of the procedure. Staff who breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with under the school's Disciplinary Policy and Procedure.

## **8. Quality of education**

The RHE subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Self-evaluations



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

The RHE subject leader will monitor the subject on an ongoing basis through ongoing subject review meetings

## **9. Monitoring and review**

The Trust board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the Trust. The next scheduled review date for this policy is July 2025. This policy will also be reviewed in light of any changes to statutory guidance; feedback from parents, staff or pupils; and issues in the school or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.