

# Eastwood Community School



## Relationships and Health Education Policy

### Statement of intent

At Eastwood 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 and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

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

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

### 1. Legal framework

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

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010 DfE (2013)
- 'Science programmes of study: key stages 1 and 2'
- DfE (2019 updated 2021) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Relationships and Behaviour Policy
- SEND Policy
- PHSCE Policy
- Acceptable Use (E-safety) Policy

## **2. Roles and responsibilities**

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

- 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Providing clear information for parents / carers on subject content and their rights to request that their children are withdrawn.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.

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

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents / carers are fully informed of this policy.
- Reviewing requests from parents / carers to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents / carers.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

### **2.3. The PHSCE subject leader is responsible for:**

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- 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, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum 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.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher and governors.

### **2.4. The appropriate teachers are responsible for:**

- Delivering a high-quality and age-appropriate relationships, sex 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 and health education.
- 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 Inclusion Leader (SENDCo) to identify and respond to individual needs of pupils with SEND.
- Working with the subject leader to evaluate the quality of provision.

2.5. The Inclusion Leader (SENDCo) is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSAs 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 health education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

3.3. For the purpose of this policy, **"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.

3.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

3.5. The relationships, sex and health 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, sex and health 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, sex and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs; for example, if there was a local prevalence of heart disease, our curriculum would be tailored to address this issue.

3.8. We consulted with parents / carers, pupils and staff in the following ways prior to the inception of this policy:

- Questionnaires and surveys
- Meetings
- Newsletters and letters

We continue to take feedback through the following:

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

3.9. Any parent, carer, 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 [office@eastwoodcommunityschool.co.uk](mailto:office@eastwoodcommunityschool.co.uk)
- Submitting written feedback into the suggestions box in the school office.

3.10. The school 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 are considered so that the topics that are covered are taught appropriately.

#### **4. Consultation with parents / carers**

4.1. The school understands the important role parents / carers play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents / carers' views are in shaping the curriculum.

4.2. The school works closely with parents / carers by establishing open communication – all parents / carers were consulted in the development and delivery of the curriculum at the time of its writing, as outlined in section 3 of this policy.

4.3. Parents / carers are provided with the following information:

- 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

4.4. The school aims to build positive relationships with parents / carers by informing them when such lessons will be taking place and 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. Relationships education overview**

See PHSCE policy for full coverage and objectives.

#### **6. Sex education**

6.1. 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.

**6.2. Eastwood Community School do not teach pupils sex education beyond what is required of the statutory Science curriculum at Key Stage 1 and 2**

6.3. The age and development of pupils is always considered when delivering sex education. Sex education will be delivered to pupils in single sex groups in year 5 or 6.

#### **7. Delivery of the curriculum**

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

7.2. 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.

- 7.3. The curriculum is delivered through the SCARF (CoramLifeEducation) materials supported by bespoke resources and texts favoured ~~by~~ the school.
- 7.4. 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.
- 7.5. Teaching of the curriculum reflects requirements set out in ~~part~~ 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.
- 7.6. 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.
- 7.7. Pupils will be taught about LGBTQ+ however, we always consider the development and maturity of pupils before teaching ~~this~~ topic. Where LGBTQ+ content is ~~del~~ivered to pupils, it is done so through the medium of story and also through the promotion of tolerance of others; care is taken to deliver it sensitively so as not to contravene any religious beliefs.
- 7.8. The school 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
- 7.9. Lesson plans will provide appropriate challenge for pupils and ~~differe~~ntiated for pupils' needs.
- 7.10. Classes may be taught in ~~gender~~ segregated groups ~~de~~pendent 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.
- 7.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 7.12. Age inappropriate images, videos, ~~et~~ will not be used, and resources will be selected with sensitivity given to the age, developmental stage ~~and~~ cultural background of pupils.
- 7.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in ~~the~~ school's Acceptable Use ~~(~~safety) Policy
- 7.14. Teachers will establish what is appropriate for ~~one~~ one and whole class settings, and alter their teaching of the programme ~~accordi~~ng
- 7.15. 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 ~~and~~ appropriately and appropriate to the pupil's age.
- 7.16. 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.
- 7.17. Teachers will focus heavily on the importance ~~of~~ safe, healthy relationships, though sensitivity will always be given ~~to~~ to not stigmatise pupils ~~based~~ on their home circumstances.
- 7.18. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, LGBTQ+ issues ~~and~~ encouraging openness through discussion activities ~~and~~ group work.
- 7.19. Teachers will ensure lesson plans focus on challenging perceived ~~views~~ of pupils based on protected characteristics, through exploration of, and developing mutual respect ~~those~~ different to themselves

- 7.20. Any resources or materials used to support learning will be formally assessed by subject leaders before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 7.21. In teaching the curriculum teachers will be aware that pupils may raise topics such as ~~harm~~ and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or materials that appear as ~~instructive~~ rather than preventative.
- 7.22. 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 shared with parents / carers through letters/meetings as appropriate
- 7.23. Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments during lessons to determine pupil progress

## **8. Working with external experts**

- 8.1. 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.
- 8.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- 8.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 8.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- 8.5. The school 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.
- 8.6. The school 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.
- 8.7. The intended use of external experts is to enhance the curriculum delivered by teachers, in line with the school's Curriculum Offer, rather than as a replacement for teachers.

## **9. Equality and accessibility**

- 9.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:
- Age
  - Sex or sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership
- 9.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

- 9.3. The school understands that pupils with SEND and 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.
- 9.4. 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 and other needs.
- 9.5. 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.
- 9.6. 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.
- 9.7. In order to foster healthy and respectful peer-peer communication and behaviour between boys and girls, the school implements a robust Relationships and Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils

## 10. Curriculum links

- 10.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning, in line with our Curriculum Offer.
- 10.2. Relationships, sex and health education will be linked to the following subjects in particular:
  - **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
  - **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
  - **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
  - **Citizenship (delivered through PHSCE and assemblies)** – 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.

## 11. Withdrawing from the subjects

- 11.1. Relationships and health education are statutory at primary school and parents / carers **do not** have the right to withdraw their child from the subjects.
- 11.2. 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.
- 11.3. The headteacher will automatically grant withdrawal requests in accordance with point 11.2; 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.
- 11.4. 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.
- 11.5. The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

- 11.6. The headteacher will 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.
- 11.7. The parent will be informed in writing of the headteacher's decision.
- 11.8. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

## **12. Behaviour**

- 12.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 12.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school, by the Safeguarding Team and will be logged on CPOMS.
- 12.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil, in accordance with the school's Relationships and Behaviour Policy once they are on school premises. Parents / carers will always be involved due to the severity of the concern.
- 12.4. The headteacher will decide whether it is appropriate to notify the police or other agency of any action taken against a pupil.

## **13. Staff training**

- 13.1. All staff members at the school will undergo training on a regular basis to ensure they are up-to-date with the relationships, sex and health education programme and associated issues.
- 13.2. Training of staff will also be scheduled around any updated guidance on the programme and any new developments which may need to be addressed in relation to the programme.

## **14. Confidentiality**

- 14.1. 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.
- 14.2. Teachers will, however, alert the Safeguarding Team about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.
- 14.3. Pupils will be fully informed of the school'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.
- 14.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the Safeguarding Team and handled in accordance with the Child Protection and Safeguarding Policy.

## **15. Monitoring quality**

- 15.1. The subject leader is responsible for monitoring the quality of teaching and learning for the subjects, in accordance with the school's monitoring schedule and protocols.

## **16. Monitoring and review**

- 16.1. This policy will be reviewed on an annual basis.



- 16.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents / carers, staff or pupils, and issues in the school or locality that may need addressing
- 16.3. The governing board is responsible for approving this policy.
- 16.4. Any changes made to this policy will be communicated to all staff, parents / carers and, where necessary, pupils.

**Document Control**

<b>Adopted &amp; ratified by Governing Body</b>	<b>2019</b>
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