



Elsecar Holy Trinity CE Primary Academy

part of

St Mary's Academy Trust

Relationships, Sex and Health Education Policy

Date agreed by Performance and Standards committee:

Date to be reviewed: September 2021

This policy was written in consultation with parents and carers which took place on 26th March.

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

Principles

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

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

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

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

Policy Aims

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

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- St. Mary's Academy Trust Behaviour Policy
- The school's Behaviour Policy
- Curriculum Policy
- Special Education Needs Policy
- SEND code of practise
- Online Safety Policy
- Our school curriculum, in particular the Science, Physical Education, Computing and PHSE curriculums

Definition of Relationships Education:

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

Definition of Sex Education:

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

Definition of Health Education:

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

Curriculum Principles

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

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

Relationship, Sex and Health Education Policy
Schools will:

- teach the statutory content from Relationships Education and Health Education;
- design a curriculum which coordinates and compliments their existing curriculum content, for example Science, Computing, Physical Education and PHSE, looking for opportunities to draw links between National Curriculum subjects and integrate teaching where appropriate. Relationships and Health Education does not need to be taught as a separate subject and content does not have to be repeated if covered in other parts of the curriculum however this should be reflected in the school's curriculum map;
- develop the teaching of Relationships and Health Education as part of a wider whole school approach to ensuring that our pupils are happy, healthy, safe and secure and our commitment to developing our children and young people socially, morally, spiritually and culturally;
- design a curriculum which is carefully structured and sequenced, providing pupils with opportunities to embed new knowledge so that it can be used confidently in real life situations;
- demonstrate commitment to an inclusive curriculum (including LGBT+ and SEND) through high quality teaching that is differentiated and personalised where appropriate to meet the needs of all pupils and enable all pupils to access the curriculum. Schools should also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND;
- design and implement a curriculum which is both age and developmentally appropriate including considering that pupils of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences, including the use of discussion and teaching on a one-to-one basis or in small groups;
- use assessment effectively to inform future teaching, identify where pupils may require additional support and to provide regular feedback on pupil progress;
- consider what is appropriate and inappropriate in a whole-class setting when designing and implementing the curriculum, in particular in answering questions that are better not dealt with in front of a whole class;
- ensure that all members of staff involved in the delivery of Relationships and Health Education lessons are given appropriate training and support in the delivery of lessons and in how to respond to pupils' comments and questions;
- ensure that any visitors into school used to delivery part of, or enhance the delivery of the curriculum, follow this policy and that a class teacher is present at all times in order to be able to follow up and respond to any pupils' comments or questions as necessary and appropriate. Before delivery, the visitor's resources and planning must be checked in advance to ensure it is deemed appropriate for the class and meets the full range of needs;
- ensure that the curriculum is taught sensitively and inclusively;
- support pupils' personal development and pastoral needs;
- design a curriculum which supports pupils' ongoing emotional and physical development effectively in the transition phase before moving to secondary school;

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- design a curriculum which develops resilience and persistence in pupils and enables them to become happy, successful and productive members of society;
- design a curriculum which enables pupils to believe they can achieve academic and personal goals;
- design a curriculum which helps pupils prepare for the opportunities, responsibilities and experiences of adult life;
- design a curriculum which develops pupils' understanding of their rights and how to ensure the protection of these throughout their lives;
- foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges all forms of discrimination and prejudice between pupils and promotes understanding and respect as outlined under the Equality Act 2010. This should be done through these subjects and as part of a whole-school approach;
- be aware of and respond appropriately to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours;
- when teaching these subjects, take account of the religious and cultural background of all pupils, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships;
- ensure teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Schools may:

- Choose to design and implement a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
- decide to deliver the non-statutory primary content for Sex Education. All schools will cover the statutory science curriculum which includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils;
- have flexibility in their curriculum to include additional relevant content to meet the needs of their current pupils.

Areas of Learning

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults, including online.

Areas of Learning:

Relationships Education

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

Physical Health and Mental Well-being

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

Sex Education

- Puberty
- Human reproduction and conception
- Appropriate touch
- Keeping safe

Pupils should be taught:

Relationships Education:

- how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy and personal space;
- about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter in a range of contexts, including online;
- that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures);

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- how to stay safe online and what is appropriate behaviour in a way that is relevant to pupils' lives, including how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect;
- about positive emotional and mental wellbeing, including how friendships can support mental wellbeing;
- opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely;
- how to recognise and to report abuse, including emotional, physical and sexual abuse. This can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

Health Education:

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

Sex Education:

- about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)
- recognise different types of physical contact; what is acceptable and unacceptable
- how to respond if physical contact makes them feel uncomfortable or unsafe
- about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

Relationship, Sex and Health Education Policy

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
- identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
- explain what puberty means and identify why our bodies go through puberty
- about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)
- about where to get more information, help and advice about growing and changing, especially about puberty
- about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born
- explain the terms 'conception' (the process of conceiving a child) and 'reproduction' (to create another life) including the use of 'sexual intercourse or sex'
- a basic understanding of contraception including common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made
- about seeking and giving permission (consent) in different situations
- identify the laws around consent and the age of consent
- describe the function of the female and male reproductive systems
- explain the various stages of pregnancy
- identify the various ways adults can have a child
- that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk
- that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- that for some people gender identity does not correspond with their biological sex

Curriculum Implementation at Elsecar Holy Trinity


Our RSE programme is an integral part of our whole school curriculum including Personal, Social, Health and Economic (PSHE) education, Computing, Design and Technology, Physical Education and Science. We ensure teaching is matched to the needs of our pupils by regularly reviewing the objectives and activities set, highlighting needs and assessing each child individually. Our RSE programme will be taught through a range of teaching methods and interactive activities.


The programme used to teach PSHE (including the statutory RSE guidance) is 1decision. This is used from Year 1 to Year 6. Our youngest children, in the Early Years, prepare for the 1decisions programme through a range of age-appropriate dilemmas. The Early Years resources have been designed to meet the standards set out in the Early Years Foundation Stage (EYFS) statutory framework and cover a number of key areas but, in particular, elements of Personal, Social and Emotional Development (PSED). All objectives and lessons are planned around the DFE statutory guidance and have been checked and PSHE Association Quality Assured.


Across Key Stages One and Two, these topics are covered-


Relationships Education: Key stages 1 and 2

Topic 1: Families and people who care for me


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PSHE
Association


5-8 portal


8-11 portal

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 for them.
- 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.

PoS links

KS1 H13

KS1 L4

KS1 R8

KS1 R9

KS2 R3

KS2 R4

KS2 R5

Keeping/Staying Safe Module

- Keeping/Staying Safe Assessment
- Road Safety
- Leaving Out of Windows
- Staying Safe

Relationships Module

- Relationships Assessment
- Touch

Being Responsible Module

- Water Spillage

Feelings and Emotions Module

- Worry
- Grief

Computer Safety Module

- Making Friends Online

Fire Safety Module

- Petty Arson
- Texting Whilst Driving

Keeping/Staying Safe Module

- Cycle Safety

Growing and Changing Module

- Growing and Changing Assessment
- Relationships (Appropriate Touch)

Being Responsible Module

- Coming Home on Time

Feelings and Emotions Module

- Anger

The Working World Module

- Chores at Home
- In-App Purchases

A World Without Judgement Module

- Inclusion and Acceptance
- British Values

Relationships Education: Key stages 1 and 2 Topic 2: Caring friendships


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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.

PoS links

KS1 R2
KS1 R4
KS1 R6
KS1 R9
KS1 R11
KS1 R12
KS1 R13
KS2 R2
KS2 R3
KS2 R12

Keeping/Staying Safe Module

- Staying Safe

Keeping/Staying Healthy Module

- Medicine

Relationships Module

- Bullying
- Friendship
- Body Language
- Touch

Being Responsible Module

- Helping Someone in Need
- Stealing

Feelings and Emotions Module

- Anger
- Jealousy

Computer Safety Module

- Online Bullying
- Image Sharing
- Making Friends Online

Keeping/Staying Safe Module

- Peer Pressure
- Water Safety

Keeping/Staying Healthy Module

- Smoking
- Alcohol

Growing and Changing Module

- Growing and Changing Assessment
- Relationships (Appropriate Touch)

Being Responsible Module

- Looking Out for Others

Feelings and Emotions Module

- Jealousy

Computer Safety Module

- Online Bullying
- Making Friends Online

A World Without Judgement Module

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values

Relationships Education: Key stages 1 and 2 Topic 3: Respectful relationships


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5-8 portal

8-11 portal

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.

PoS links

KS1 L3
KS1 R8
KS1 R13
KS1 R14
KS2 L6
KS2 R10
KS2 R14
KS2 R16
KS2 R18
KS2 R21

Keeping/Staying Safe Module

- Staying Safe

Relationships Module

- Bullying
- Friendship
- Body Language
- Touch

Being Responsible Module

- Practice Makes Perfect
- Helping Someone in Need
- Water Spillage
- Stealing

Feelings and Emotions Module

- Jealousy

Computer Safety Module

- Computer Safety Assessment
- Online Bullying
- Image Sharing

Keeping/Staying Safe Module

- Water Safety
- Peer Pressure

Growing and Changing Module

- Relationships (Appropriate Touch)

Being Responsible Module

- Stealing
- Looking Out for Others

Feelings and Emotions Module

- Jealousy

Computer Safety Module

- Online Bullying
- Image Sharing

A World Without Judgement Module

- Breaking Down Barriers
- Inclusion and Acceptance
- British Values

Relationships Education: Key stages 1 and 2

Topic 4: Online relationships



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5-8 portal



8-11 portal

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.

PoS links

KS1 H12

KS1 H15

KS2 H4

KS2 H13

KS2 H22

KS2 H23

KS2 L18

KS2 R2

KS2 R3

KS2 R14

Computer Safety Module

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

Computer Safety Module

- Online Bullying
- Image Sharing
- Making Friends Online
- Adults' and Children's views

Relationships Education: Key stages 1 and 2

Topic 5: Being safe



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8-11 portal

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.

PoS links

KS1 H13

KS1 H14

KS1 H15

KS1 H16

KS1 R9

KS1 R10

KS2 H20

KS2 H23

KS2 H25

KS2 R8

KS2 R21

Keeping/Staying Safe Module

- Keeping/Staying Safe Assessment
- Staying Safe

Relationships Module

- Relationships Assessment
- Bullying
- Touch

Feelings and Emotions Module

- Feelings and Emotions Assessment
- Jealousy
- Worry

4 x Relaxation videos appear in this module

Computer Safety Module

- Online Bullying
- Image Sharing
- Making Friends Online
- Computer Safety Documentary

Fire Safety Module

- Texting Whilst Driving

Keeping/Staying Safe Module

- Keeping/Staying Safe Assessment
- Peer Pressure
- Water Safety

Keeping/Staying Healthy Module

- Smoking
- Alcohol

Growing and Changing Module

- Growing and Changing Assessment
- Relationships (Appropriate Touch)
- Conception

Being Responsible Module

- Looking Out for Others

Feelings and Emotions Module

- Worry

Computer Safety Module

- Online Bullying
- Image Sharing
- Making Friends Online

Meeting the needs of all pupils:

As a school, we recognise and understand the importance of inclusion. Therefore, we will ensure that all children with identified Special Educational needs and/or Disabilities will be able to confidently access all aspects of the RSE curriculum by implementing reasonable adjustments to suit their individual needs. All adjustments will be made under the supervision of the SENCO and Headteacher. Parents will be notified of any adjustments planned and will have a say during the decision-making process.

Answering Children's Questions:

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe children are better off receiving honest, open answers from safe adults in their lives. In the age of information, where children of primary age have access to tablets, smart phones and the internet (often unsupervised) it is essential that we help children to recognise that they are able to ask questions without judgement rather than searching for answers on the internet.

By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. For children these questions are not rude, they are simply signs of a healthy and natural curiosity.

We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources. However uncomfortable the question may be, the thought is already in their head. It is much better we, as safe adults, take responsibility and tackle the question safely and age appropriately.

Staff will answer children's questions age appropriately. This will be done consistently across the school as follows:

- Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
- If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
- If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: "that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working," or something of a similar manner.

Relationship, Sex and Health Education Policy

- If the member of staff doesn't have an answer or doesn't know, they will say so. There is no shame in not knowing the answer but the member of staff should help the child to find the answer later.
- If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: "That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you". This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

Parents/carers views:

Parent/carer views have been gathered as part of the development of our RSE curriculum. Parents/carers want their children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Parents/carers want to be informed of the curriculum content so that they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Those who do not support sex education in primary school have the parental right to withdraw from any non-statutory elements of the curriculum they do not agree with.

Staff views:

Staff are passionate about the importance of relationship education and providing learning that empowers children to make positive, healthy and safe choices throughout their lives. Elsecar staff know that puberty is occurring earlier than ever before, therefore staff are fully supportive of the benefits of an age-appropriate relationship and sex education curriculum and in particular the need for pupils to receive clear information relating to sex education and menstruation.

Collectively, all staff want girls to know about menstruation and have a menstruation kit available which contains sanitary products. As a team, we recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and we wish to make every reasonable effort to support children to access their education and enjoy school.

Pupil views:

The children enjoy PSHE/RSE lessons and appreciate the time they are given to discuss their thoughts and opinions relating to relationships, health and well-being. They are familiar with talking about life cycles as part of the science education and do not see this as unusual or taboo. They view relationship and sex education as a normal part of their learning and along with a strong ethos of following the Golden Rules across school, pupils feel they can talk about their

thoughts and feelings in class but also seek the support of a member of staff if the issue is more personal.

Role and Responsibilities in School

The subject co-ordinator for Relationships, Sex and Health Education is Jill Woollands

1 decision is delivered by the classroom teacher or a supporting member of staff in that class. Most importantly someone who knows the children and who has received appropriate training.

Monitoring & Evaluation:

- The children's work is collated into a PHSE workbook. This will act as evidence of the work the children have been involved in and document their learning experiences.
- As part of 1decision there are specific lessons where children can use their workbooks to reflect back on all the work they have done in the programme and talk through what they have achieved, how they have grown as a person and what lessons they have learned. We believe this reflection is essential to build personal identity and self-esteem.
- These workbooks are kept from Year One up until Year 6 and can be used for teacher's summative and formative assessment against the statutory guidelines.
- The person responsible for RSE in schools will monitor progress and evaluate on the effectiveness of lessons and programmes of study regularly, using evidence from workbooks and discussions with staff and pupils.

Roles and Responsibilities of Governors and Trustees:

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

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

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

Relationship, Sex and Health Education Policy
Rights and Responsibilities of Parents and Carers

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

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

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

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

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

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

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

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

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

Relationship, Sex and Health Education Policy

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

Safeguarding children

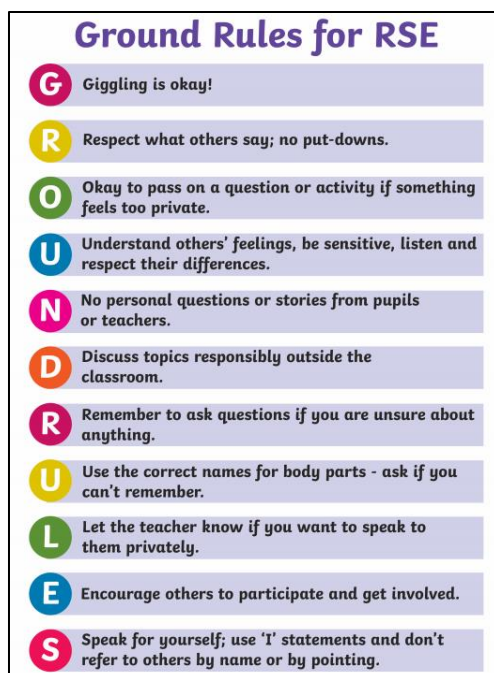
St. Mary's Academy Trust acknowledges that Relationships and Health Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education.

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

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

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

Elsecar Ground Rules staff/pupil template:



Sharing of information:

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

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

