



# **Primary School Relationships & Sex Education (RSE) and Health Education Policy**

THIS POLICY APPLIES TO ALL PRIMARY SCHOOLS/ACADEMIES IN THE HEARTWOOD  
LEARNING TRUST

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## Policy Updates

Date	Page	Policy Updates
March 2024	5	1 - Legal Framework updated to reflect current applicable legislation and Trust policies
March 2024	5	2.1-2.2 - Governance monitoring responsibilities updated
March 2024	5	2.3 - Principal responsibilities updated
March 2024	6	2.4-2.5 - Points updated to reflect inclusive practices and teaching for all learners
March 2024	15	15.2 - Assessment of RSHE subjects clarified to reflect current process across all schools/academies
March 2024	16	17.1 - Frequency of staff training updated
December 2024	4	Introduction - Added in line with other Trust Policies

## Introduction

*Heartwood Learning Trust is an inclusive and collaborative Church of England multi-academy trust serving church, community and alternative provision schools. This policy is guided by our Christian ethos and the visions of our Trust and its schools/academies. We share a clear vision – to create schools where children and young people thrive, as we help them prepare to live life in all its fullness (John 10:10).*

*For us, a place to thrive means much more than a place simply to be comfortable. Instead, our aim is to develop schools and an educational offer which enable each pupil to flourish academically, practically, emotionally, socially and spiritually.*

## Statement of Intent

At Heartwood Learning Trust, 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 must be delivered to every primary-aged pupil. Primary schools/academies also have the option to decide whether pupils are taught sex education. State-funded primary schools/academies are also required to teach health education.

The school/academy will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school/academy's statutory curriculum. Our school/academy aims to assure parents/carers and pupils that all aspects of RSHE will be delivered in a safe space, allowing time and compassion for questions at a level that every pupil understands. Sensitive topics relating to RSHE will be delivered in a sensitive manner as part of a whole-school approach where parents/carers and teachers work in partnership.

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

## 1. Legal Framework

- 1.1. This policy has due regard to all relevant **legislation** and **statutory guidance** including, but not limited to, the following:
- Equality Act 2010
  - Human Rights Act (1998)
  - The Education Act (1996)
  - The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
  - Children and Social Work Act 2017
  - DfE (2024) 'Keeping children safe in education'
  - DfE (2021) 'Teaching about relationships, sex and health'
  - DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
  - DfE (2015) 'National curriculum in England: science programmes of study'
- 1.2. This policy operates in conjunction with the following **Trust** policies:
- Behaviour Policy
  - SEND Policy
  - E-Safety and Acceptable Use Policy
  - Equality Objectives Policy
  - Anti-bullying Policy
  - Safeguarding and Child Protection Policy
  - Social, Emotional and Mental Health (SEMH) Policy
  - Data Protection (UK GDPR) Policy

## 2. Roles and Responsibilities

- 2.1. The **Distinctiveness and Personal Development Committee** is responsible for monitoring the overall implementation of this policy.
- 2.2. The **local governing committee** is responsible for:
- Scrutinising reports provided by the principal regarding RSE.
  - Ensuring the curriculum is well-led, effectively managed and well-planned.
  - Evaluating the quality of provision through regular and effective self-evaluation.
  - Ensuring that teaching is delivered in ways that are accessible to all pupils with SEND.
- 2.3. The **principal** is responsible for:
- The overall implementation of this policy.
  - Ensuring all staff are suitably trained to deliver the subjects.
  - Reporting to the local governing committee on the effectiveness of this policy and the curriculum.
  - Ensuring that the curriculum, speakers and resources do not undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

- Progress and attainment and securing improvement at local level, under the oversight of the Chief Executive Officer and the LGC.
- Ensuring parents/carers are consulted on the RSHE Policy through an online consultation (available throughout the school year), in addition to the offer of a meeting with the principal to discuss curriculum content and view resources.
- Providing clear information to parents/carers on the subject content and associated resources, and the right to request that their child is withdrawn from any or all aspects of Sex-Education, other than those which are part of the science curriculum, up to and until 3 terms before the age of 16. Information will be published on the school/academy website.
- Discussing requests for withdrawal with parents/carers.

2.4. The **RSHE subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate, inclusive to all learners and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school/academy 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.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the principal.

2.5. **Subject teachers** are responsible for:

- Delivering a high-quality, inclusive to all learners 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 Safeguarding and Child Protection Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCO to identify and respond to individual needs of pupils with SEND.
- Working with the RSHE subject leader to evaluate the quality of provision.

2.6. Please refer to **Appendix 1** for details of all teachers responsible for delivering RSHE.

2.7. The **SENDCO** 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.

### 3. Organisation of the RSHE Curriculum

- 3.1. Every primary school/academy is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education coincide with one another and will be delivered as part of the school/academy's PSHE curriculum.
- 3.2. 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.
- 3.3. The relationships and health curriculum takes into account the views of teachers, pupils and parents/carers. The school/academy 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.
- 3.4. We are dedicated to ensuring our curriculum meets the needs of the whole-school community; therefore, the curriculum is informed by issues in the school/academy and wider community to ensure it is tailored to pupils' needs. For example, if there were to be a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.
- 3.5. We will gather the views of teachers, pupils and parents/carers in the following ways:
- Surveys
  - Meetings
  - Letters
  - Training sessions
- 3.6. Any parent/carer, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year. Please refer to **Appendix 1** for further information.

### 4. Relationships Education Overview

- 4.1. **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.

**4.2. 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.

**4.3. 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.

**4.4. 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.

**4.5. 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/academy and other sources.

## **5. Relationships Education Programmes of Study**

- 5.1. The school/academy is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group. The school/academy always considers the age and development of pupils when deciding what will be taught in each year group. The school/academy 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. The content that the school/academy has chosen to cover per year group is detailed within [Appendix 1](#).

## **6. Health Education Subject Overview**

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

**6.1. 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.

**6.2. 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.

**6.3. Physical health and fitness - By the end of primary school, pupils will know about:**

- 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.

**6.4. 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.

**6.5. Drugs, alcohol and tobacco - By the end of primary school, pupils will know:**

- 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.

**6.6. Health and prevention - By the end of primary school, pupils will know about:**

- 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.

**6.7. 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.

**6.8. 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.

## **7. Health Education Programmes of Study**

- 7.1. The school/academy is free to determine, within the statutory curriculum content outlined in section 7, what pupils are taught during each year group. The school/academy always considers the age and development of pupils when deciding what will be taught in each year group. The school/academy 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. The content that the school/academy has chosen to cover per year group is detailed within [Appendix 1](#).

## **8. Delivery of the Curriculum**

- 8.1. The relationships and health curriculum will be delivered as part of our PSHE curriculum.
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of a 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.
- 8.3. Classes may be taught in smaller groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.
- 8.4. Any resources or materials used to support learning will be formally assessed by the RSHE subject leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. 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 Trust's E-Safety and Acceptable Usage Policy.
- 8.5. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.6. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- 8.7. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-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 material that appear as instructive rather than preventative.
- 8.8. The programme will be designed to incorporate all pupils, and activities will be planned to ensure all are actively involved.
- 8.9. 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.
- 8.10. Whilst there are no formal examinations for the relationships and health curriculum, the school/academy will undertake informal assessments to determine pupil progress.

## 9. Curriculum Links

- 9.1. The school/academy seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships 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 – 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.

## **10. Working with External Agencies**

- 10.1. 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. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.
- 10.2. Before delivering the session, the school/academy will:
- Ensure the lesson the external expert has planned fits with the school/academy'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 Trust's Safeguarding and Child Protection 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 on the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Trust's Safeguarding and Child Protection Policy.

## **11. Equality and Accessibility**

- 11.1. The school/academy understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:
- Age
  - Sex
  - Sexual orientation
  - Race
  - Disability
  - Religion or belief
  - Gender reassignment
  - Pregnancy or maternity
  - Marriage or civil partnership

- 11.2. The school/academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school/academy will ensure that relationships and health education programmes are inclusive, and caters to the needs of pupils with SEND or other support needs, such as those with SEMH needs.
- 11.3. 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.
- 11.4. Provisions under the Equality Act 2010 allow our school/academy to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 11.5. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.
- 11.6. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school/academy implements a robust Behaviour Policy, as well as Safeguarding and Child Protection Policy, which sets out expectations of pupils.
- 11.7. The school/academy understands that relationships, sex, and health education 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/academy encourages staff to approach their line manager or the wellbeing lead to discuss this.

## **12. Confidentiality**

- 12.1. 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. Teachers will, however, alert the principal about any suspicions of inappropriate behaviour or potential abuse as per the Trust's Safeguarding and Child Protection Policy.
- 12.2. Pupils will be fully informed of the school/academy's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Trust's Safeguarding and Child Protection Policy.

## **13. Withdrawal From Lessons**

- 13.1. Relationships and health education are statutory at primary level and parents/carers do not have the right to withdraw their child from these subjects.
- 13.2. Other than what must be taught as part of the science curriculum, sex education is not statutory at primary level. As such parents/carers have the right to request to withdraw their child from all or part of the non-statutory sex education curriculum.

## **14. Working with Parents/Carers**

- 14.1. We understand 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. Parents/carers are provided with frequent opportunities to ask questions about the school/academy's approach to relationships and health education.
- 14.2. The school/academy will consult closely with parents/carers when reviewing the content of the school/academy's relationships and health education curriculum, and will be given regular opportunities to voice their opinions and concerns. The school/academy will use the views of parents/carers to inform decisions made about the curriculum content and delivery; however, parents/carers will not be granted a 'veto' on curriculum content, and all final decisions will be the school/academy's to make.
- 14.3. Parents/carers are fully consulted in the organisation and delivery of our sex education curriculum. Parents/carers are given the opportunity to advise on what should be taught through sex education.
- 14.4. The age and development of pupils is always considered when delivering sex education. Please refer to [Appendix 1](#) for a full breakdown of the Sex Education content taught per year group.
- 14.5. 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
- 14.6. The school/academy aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers/carers in managing conversations with their children on the issues covered by the curriculum. parents/carers/carers are also consulted in the review of this policy, and are encouraged to provide their views at any time.

## **15. Assessment**

- 15.1. The school/academy will have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. Lessons will be planned to provide suitable challenges to pupils of all abilities.
- 15.2. Whilst there are no formal examinations during RSHE, pupils' progress will be regularly assessed by the class teacher (e.g. group tasks, quizzes and written assignments) to identify where pupils need extra support or intervention.

## **16. Behaviour**

- 16.1. The school/academy has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

- 16.2. Any bullying incidents resulting from the teaching of the RSHE curriculum, such as those relating to sexual orientation, will be dealt with as seriously as any other type of bullying. Any occurrence of these incidents will be reported to a member of staff, who will then discipline the pupil as per the Trust's Behaviour and Anti-Bullying Policies.
- 16.3. The principal will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

## **17. Staff Training**

- 17.1. All staff members at the school/academy will undergo regular training to ensure they are up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a termly basis, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.
- 17.2. 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 curriculum.

## **18. Monitoring and Review**

- 18.1. The principal and RSHE subject leader are responsible for assuring the quality of education in RSHE.
- 18.2. The RSHE subject leader will create regular subject reports for the principal and local governing committee to report on the quality of the subjects. They will also work regularly and consistently with the principal to evaluate the effectiveness of the subjects and implement any changes.
- 18.3. The Distinctiveness and Personal Development Committee is responsible for approving this policy.
- 18.4. This policy will be reviewed in light of any changes to statutory guidance and from feedback received from parents/carers, staff or pupils.
- 18.5. Any changes made to this policy will be communicated to all staff members and all relevant stakeholders. The next scheduled review date can be found on the cover of this policy



**Please refer to Localised Crisis Management Plans for individual school details**

**In conjunction with the Trust wide RSHE policy, localised procedures have been established to ensure that systems and procedures reflect the school/academy setting.**

The localised procedures for the school/academy setting focus on the following key areas: -

- Introduction
- Teaching staff responsible for delivering the RSHE curriculum
- Organisation of the RSHE curriculum
- Channels for Providing Feedback
- Consultation with parents/carers
- Relationships Education
- Health Education
- Sex Education
- Delivery of the curriculum
- Withdrawal from lessons

Should you have any concerns or questions relating to the localised procedure, in the first instance, please contact [hello@hlt.academy](mailto:hello@hlt.academy)