

# **Civitas Academy**

# Relationships and Health Education Policy

Audience:	All REAch2 Employees Local Governing Bodies
Ratified:	REAch2 Education Committee  October 2023
Policy owner:	Director of Education
Review frequency:	Every 3 years – October 2026

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#### Statement of intent

At <u>Civitas Academy</u>, 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 also have the option to decide whether pupils are taught sex education. State-funded primary schools are also required to teach health 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 and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

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

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

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

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Information Offer
- Equalities Objectives
- Anti-Bullying Policy
- Online and Digital Policy
- Visitor Policy

# 2. Roles and responsibilities

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 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.

#### The headteacher is response for:

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

#### The relationships, sex and health education 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, sex 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.

#### All 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, sex 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 SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

#### The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

# 3. Organisation of the curriculum

Every primary school 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's PSHE curriculum.

For the purpose of this policy:

- "Relationships and sex 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.
- "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.

The relationships 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.

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

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 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.

We consult with parents, pupils and staff in the following ways:

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

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the Executive Headteacher/Deputy Headteacher.
- Emailing office@civitasacademy.co.uk
- Submitting a written letter to the school office.

# 4. Consultation with parents

The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in <u>section 3</u> of this policy.

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum. Parents 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

#### 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.

#### **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.

#### Respectful relationships

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 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.

# 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.

#### Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

#### 6. Relationships education per year group

The school is free to determine, within the statutory curriculum content outlined in <u>section 5</u>, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, 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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Y6

Dalatian	Calastand	VA/In a to the acco	V	Undonetonal boss	Danasaina kau	Ta linaiii ahaiik	That assals have
Relation ships	Select and use activities and	What they like/dislike and	Know how to make friends and	Understand how wellbeing can be	Recognise how people's	To know about the different	That people have different kinds of
silips	resources, with	are good at	recognise when	supported by	behaviour affects	types of	relationships in
	help when	are good at	they feel lonely	friendships and	themselves and	relationships	their lives,
	needed. This		and what they	the importance	others, including	people have in	including
	helps them to		could do about it	of seeking	online	their lives	romantic or
	achieve a goal	What makes		support if you are			intimate
	they have	them special,		feeling lonely or			relationships*
	chosen, or one	their personal		excluded			
	which is	features or	Know what		How to be polite	How friends and	
	suggested to	qualities and how	friendly		and courteous in	family	
	them.	everyone has	behaviour is and		different	communicate	That people who
		different	what makes you	Learn strategies	situations and	with each other	are attracted to
		strengths and	a good friend	to include	recognise the	and how the	and love each
		qualities unique		children that are	respectful	internet and	other can be of
	Become more	to them		feeling lonely and	behaviour they	social media can	any gender,
	outgoing with		Know how to	excluded as well	should receive in	be used positively	ethnicity or faith
	unfamiliar		resolve	as how to spot	return		*
	people, in the safe context of	What children	arguments that	those that are			
	their setting.	have in common	can occur in			Knowing the	
	their setting.	and how they are	friendships as		About the	difference	That adults can
		similar or	well as how to	How to build	relationship	between contact	choose to be part
		different to	ask for help if	healthy	between rights	with someone	of a committed
	Show more	others	particular	friendships and	and	online and face-	relationship or
	confidence in		friendships are	identify qualities	responsibilities	to-face	not, including
	new social		making them	that contribute			marriage or civil
	situations.		unhappy	to positive			partnership
		To use the		friendships			
		correct names			That people have	How to recognise	
		for the main			the right to	risk in relation to	
	Play with one or	parts of the	How their actions		privacy and how	friendships and	Understand that
	more other	body, including	can affect	Recognise that	to recognise	keeping safe	marriage is a
	children,	external	people's feelings	sometimes	when a		choice and should
	extending and elaborating play	genitalia; and that parts of		friendships have difficulties and	confidence or secret should or		be wanted equally by both
	ideas.	bodies covered		identify how to	should not be	Understand the	people and that
	iueas.	with underwear	How to ask for	manage	kept (shared with	key stages to the	forcing someone
		are private*	and give/not give	problems or	a trusted adult)	human life cycle	to marry against
		are private	permission	arguments and	a trastea addity	including	their will is a
	Find solutions to		regarding	resolve problems		menstruation,	crime*
	conflicts and		physical contact	or differences of		ejaculation,	
	rivalries. For	That family is one	and how to	opinion	That everyone	emotions and	
	example,	of the groups	respond if		should feel	feelings	
	accepting that	they belong to,	physical contact		included,		How puberty
	not everyone can	as well as, for	makes them		respected and be		relates to
	be spiderman in	example, school,	uncomfortable or	How to recognise	aware of the		growing from
	the game and	friends, clubs	unsafe	and get support if	process of	How to recognise	childhood to
	suggesting other			a friendship is	stereotyping;	and ask for help or advice if	adulthood
	ideas.			making you feel unhappy,	how to respond if they witness or	puberty worries	
		That there are	Why calling	unnappy, unhealthy or	experience	me.	
		different people	others names,	unsafe	exclusion,	-	About the
	Build constructive	in the family they	teasing, bullying		disrespect or		reproductive
	and respectful	belong to	and excluding	That families	discrimination		organs and
	relationships.		children	don't all have the	_	Recognise the	process - how
			deliberately is	same structure*	How to recognise	types of content	babies are
			unacceptable and		and respond to	(including	conceived and
		How their family	how to respond if		aggressive or	images) that are	born and how
	Show resilience	members, or	this happens in		inappropriate	safe to share	they need to be
	and perseverance	people they feel	different	That positive	behaviour	online; ways of	cared for*
	in the face of	are special, act to	situations	family life often	(including online	seeking and	
	challenge.	make them feel loved and cared		includes shared	and unwanted	giving consent	
		for		experiences, e.g. celebrations,	physical contact)	before images or personal	How growing up
		101	How to report	special days or	– how to report	information is	and becoming
	Identify and		bullying or other	holidays	concern	shared with	more
	moderate their		hurtful	Holidays		friends or family	independent
	own feelings	Understand what	behaviour,				comes with
	socially and	makes families	including online,				increased
	emotionally	the same and	to a trusted adult	How people			opportunities and
		what makes	and the	within families		How to recognise	responsibilities
	i l	them different,	I	should care for	1	and respond if a	

End of reception:	e.g features of family life, including what families do / enjoy together	importance of doing so	each other and the different ways they demonstrate this	friendship is making them feel worried, unsafe or uncomfortable	That friendships may change as they grow and how to manage
Work and play cooperatively and take turns with others.  Form positive attachment to adults and friendships with peers.	That it is important to tell someone (such as a trusted adult in school) if something about their family makes them feel unhappy or worried		How to recognise and ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	How to recognise inappropriate pressure, contact or concerns about personal safety and how to respond to his by asking for help and advice	How to manage changes such as: including moving to secondary school; how to ask for support or where to seek further information and advice regarding
Show sensitivity to their own and to other's needs.					growing up and changing
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.					

#### 7. Health education overview

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

#### 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 are 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.

#### 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.

#### Physical health and fitness

By the end of primary school, pupils will know:

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

#### 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.

#### Drugs, alcohol and tobacco

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

#### **Health and prevention**

By the end of primary school, pupils will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

#### 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.

#### 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.

# 8. Health education per year group

The school is free to determine, within the statutory curriculum content outlined in <u>section 7</u>, what pupils are taught during each year group.

The school always considers the age and development of pupils when deciding what will be taught in each year group. A progressive curriculum is planned, 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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Y6
Health		How specific	How specific	How to recognise	How to recognise	To recognise and	Understand the
and		rules and	rules and	hazards that	personal qualities	respect	links between
Wellbei		restrictions help	restrictions help	could cause	and individuality	similarities and	mental and
ng		them to keep	them to keep	themselves (or	and marviduancy	differences	physical health
''5	Develop	safe.	safe (e.g. basic	others) harm and		between people	priysical fleatiff
	appropriate ways	Saic.	road, fire, cycle,	how to reduce		and there are a	
	of being		water safety; in	them	Understand how	range of factors	
	assertive/ talk		relation to	them	their personal	that contribute to	How wellbeing
	with others to	Who helps them			attributes and		can be supported
	solve conflicts/	to stay healthy	medicines/		achievements	a person's	by positive
	talk about their	and what that	household	Understand how	contribute to	identity	
			products and		their self-esteem		friendships and involvement in
	feelings using	means (e.g.	online)	equipment and			
	words like	parent, dentist,		clothing can help	and feeling of		clubs and
	'happy', 'sad',	doctor)		keep you	self-worth	How individuality	community
	'angry' or			protected and		and personal	groups
	'worried'.		How to recognise	safe		qualities make up	
			and identify risky			someone's	
		That things	and potentially		How everyday	identity	
		people put into	unsafe situations		things can affect	(including gender	How to make
	Be increasingly	or onto their	(in familiar and	That their body	feelings and how	identity)	choices that
	independent in	bodies can affect	unfamiliar	belongs to them	they change over		support a
	meeting their	how they feel	environments,	and should not	time and can be		healthy, balanced
	own care needs		including online)	be hurt or	experienced at		lifestyle including
	e.g. brushing		and take steps to	touched without	different levels of	Understand	calories content
	teeth, using the		avoid or remove	their permission;	intensity	stereotypes,	and nutrition.
	toilet, washing	How medicines	themselves from	what to do and		including those in	
	and drying their	(including		who to tell if they		relation to	

thoroughly.  Indicate healty can help people food, drink, activity and patient toothbrushing.  Why hyperion is important and how simple redindered their personnal hyperion less important and how simple redindered freed their personnal hyperion less thank about the easily base, e.g. browings returned to that care of their personnal hyperion less thanks the redindered different foods which the data show they and so that shout the data show they care on a whether different food with the data show they and so that shout the data show they and so their personnal hyperion timer downlines and show they and so their personnal hyperion that sport their downlines and how they and so their personnal hyperion that shout the data shout the short of							
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Make healthy choices about food, rink, do in the choices about food, rink, do in activity and tothbrushing.  Why hydrone is important and how simple countries can step individual.  Manager their cown needs (personal hydron) and present the comments of personal hydrone and hydrone is formed passed on the state care of all places and a courte, and can be proportionately and resist the most of the comments of the		can help people			The importance	and how they are	That drugs can
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Make healthy chocs about chocs about chocs, drink, activity and activity activity and activity activity and activity activity and activity activity activity and activity activity activity and activity activity act						•	
choiches about front, don't mich activity and toothbrushing.  Why hypigene is important and proportion and the first of th	NA-L- b blo				_	· ·	•
discot, firsk, and activity and activity and activity and behaviours and substant feel unafer or unconfortable (unafer or unconfortable unafer or unco	•	need to take	_	•	·	negatively	
activity and torothoushing.  Why hygiene is important and how simple that a valuable individual.  Manage their grows a simple for the properties of the prop	choices about	medicines every	and resist	and resist	proportionately	influence	involving them
activity and toorbinushing.  Why hygiene is important and how simple assert of the present and how simple passed on the standard part of the present and hygiene).  Manage their dispersion being passed on the present and hygiene on a display basis, e.g. brushing either dispersion the being and hard, hand whether daily basis, e.g. brushing either or they are something is increased and support their owned helping: and hard, hand whether daily basis, e.g. brushing either of the present is an exceeding place of the present is an exceeding place on a daily basis, e.g. brushing either of the present is an exceeding of the properties that shout the additive of the present is an exceeding of the properties of the present is an exceeding and hard, hand whether daily basis, e.g. brushing either or they are the body the healthy eating and hard, hand whose the people is the people because of the present is an exceeding of the people is the people because of the present is an exceeding of the people is the people because of the present is an exceeding and hard, hand whether the properties and the people is the people because of the present is an exceeding of the people is the people because of the people is the people because of the people is the people is the people is the people because of the people is the p	food, drink,	day to stay	pressure to do	pressure to do	as well as	behaviours and	
makes them feely whysically and passed on whether feel whether feel deading online) whether so a valuable passed on whether feel (personal hypiene).  Manage their cown needs (personal hypiene) and hippiene on a dishy hash, a a different factors that spoot the different factors that shout the different factors that should t			•	•			
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behave	they feel unsafe			How individuality	associated with	
accordingly.	or worried for			and personal	them can be	
	themselves or	The importance	Understand that	qualities make up	prevented	
	others	of spending time	regular physical	someone's		
		outdoors and	activity benefits	identity		
Manage their		how to keep safe	bodies and			
own basic		in the sun	feelings and that	How to set goals	How to ask for	
hygiene and	How to raise the		a lack of activity	for themselves as	help from a	
personal needs,	alarm if there is		can affect health	well as manage	trusted adult if	
including	an accident and		and wellbeing	set-backs, learn	they have any	
dressing, going to	someone is hurt,	How to		from their	worries or	
the toilet and	including dialling	recognise, name		mistakes and	concerns about	
understanding	999 and what to	and describe a		reframe	drugs	
the importance	say	range of feelings	How to be active	unhelpful	ulug5	
of healthy food	Juy	as well as what	on a daily and			
· ·		helps them to	weekly basis and	thinking		
choices.			how to make		How people's	
		feel good, or				
		better if not	physical activity	the decree and the s	online actions	
		feeling good	choices to	Understand that	can impact on	
			support this -	rules, restrictions	other people	
			how to balance	and laws exist to		
			time online with	help people keep	how to keep safe	
		How feelings can	other activities	safe and how to	online, including	
		change based on		respond if they	managing	
		different things/		become aware of	requests for	
		times and		a situation that is	personal	
		experiences and	How lack of sleep	anti-social or	information and	
		that these are	can affect the	against the law	recognising what	
		not the same for	body and mood		is appropriate to	
		each individual	and simple		share or not	
			routines that		share online and	
			support good		how to report	
			quality sleep		concerns,	
		How feelings can				
		affect people in				
		their bodies and				
		their behaviour				
		Understand there				
		are ways to				
		manage a range				
		of feelings and				
		the importance				
		of sharing them				
		_				
		with someone				
		they trust				

#### 9. Sex education

The primary curriculum for Science includes relevant content related to sex education, which is a statutory requirement for schools to deliver. In brief, this teaches pupils about: 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.

Sex education beyond these elements of the Science curriculum is non-statutory for primary schools, so there is not a prescribed programme of study that schools must follow. At Civitas Academy we use the Jigsaw scheme of work to teach sex education and this begins in Y4. The content in red on the grid below is deemed as 'Human Reproduction' and parents may request their children are withdrawn from all or part of these lessons. Class teachers will write to parents well before this part of the curriculum is due to be delivered.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum — this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

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

Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with <u>section</u> and <u>section 4</u> of this policy. Parents are given the opportunity to advise on what should be taught through sex education.

	Puberty and Hun	nan Reproduction in Jigsaw 3-11
Y4	Having a baby	The choice to have a baby, the parts of men and women that make babies and — in simple terms — how this happens (animations used – the Female Reproductive System)
	Girls and puberty	How a girl's body changes so that she can have a baby when she's an adult — including menstruation (animations used — the Female Reproductive System)
Y5	Puberty for girls	Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)
	Puberty for boys	Developing understanding of changes for both sexes — reassurance and exploring feelings (animations used – the Male Reproductive System)
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)
	Girl talk / boy talk	A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)
	Conception to birth	The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)

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# 10. Delivery of the curriculum

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

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.

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. The school will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.

Teaching of the curriculum reflects requirements set out in law, 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.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We will endeavour to support all pupils to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach pupils about sexual relationships, we will ensure that LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson.

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.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education 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. Inappropriate images, videos, etc., will not be used, and 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 school's Online Safety Policy.

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.

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.

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.

Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

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

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

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

Whilst there are no formal examinations for the relationships, sex and health curriculum, the school will undertake informal assessments to determine pupil progress – these include the following:

Written work

- Group presentations
- Group tasks
- Projects

# 11. Working with external experts

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.

Before delivering the session, the school will:

- Ensure the lesson the external expert has planned fits with the school's planned curriculum and this policy.
- Ensure the expert's credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

# 12. Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their protected characteristics. These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or 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.

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 or other needs.

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence of sexual harassment.

When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

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

The school 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 encourages staff to approach their line manager or the school's designated wellbeing lead to discuss this.

#### 13. Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. 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** 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.

# 14. Withdrawing from the subjects

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

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

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

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

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

#### 15. Behaviour

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

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. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they

are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-Bullying Policy.

The headteacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

# 16. Staff training

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

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

# 17. Confidentiality

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 headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

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. 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 Child Protection and Safeguarding Policy.

# 18. Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects. They will conduct subject assessments on a <u>termly</u> basis, which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Topic feedback forms
- Learning walks
- Work scrutiny
- <u>Lesson planning scrutiny</u>

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects. They will also work regularly and consistently with the headteacher and RSE link governor, e.g. through monthly review meetings, to evaluate the effectiveness of the subjects and implement any changes.

#### 19. Monitoring and review

The governing board is responsible for approving this policy.

This policy will be reviewed on an <u>annual</u> basis by the relationships, sex and health education subject leader and headteacher. The next scheduled review date for this policy is <u>date</u>. This policy will also be reviewed in light of any

changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

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