Central Cooperative Learning Trust

Policy for Relationships, Health and Sex Education

Rationale

Guidance provided by the Department for Education in the *'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019'* makes it clear that primary schools should teach about relationships and health, including puberty, and from 1st September 2020, Relationships and Health Education become compulsory subjects within the national curriculum for primary schools. Sex Education is not compulsory in primary schools as the National Curriculum for Science covers most related subject content, but schools may choose to cover additional content on Sex Education to meet the needs of their pupils.

This policy details how all schools within the Central Cooperative Learning Trust will meet the statutory requirements for Relationships and Health Education, and the agreed content of these subjects. It also details the additional Sex Education content to be taught in all Trust schools.

Each school also has a Policy for Personal, Social, Health and Economic Education (PHSE), of which Relationships and Health Education are key elements, that is specific to each school's context and provides further detail regarding the delivery of the whole PHSE curriculum within each school.

Guidance from the PHSE Association, the professional association for PHSE leads and practitioners, has been used to inform the content of these policies and the accompanying agreed scheme of work and vocabulary list.

Definitions

Relationships Education:

'the teaching of fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

(RE, RSE & HE Statutory Guidance 2019)

This includes developing and maintaining positive and healthy relationships; recognising and dealing with unhealthy relationships (including recognition of boundaries and privacy, bullying and online safety); being aware and respectful of different family structures; and understanding how to communicate effectively and confidently within relationships.

Health Education:

'the teaching of the characteristics of good physical health and mental well-being as a part of daily life'

(RE, RSE & HE Statutory Guidance 2019)

This includes healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; drug, alcohol and tobacco education, and key facts about puberty and the changing adolescent body.

Sex Education:

Teaching about '*the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born*'

(RE, RSE & HE Statutory Guidance 2019)

This does not include the promotion of sexual activity.

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Aims

The agreed aim of providing good quality Relationships, Health and Sex Education in all CCLT schools is to ensure:

- a positive culture around relationships
- a framework in which sensitive discussions can take place
- a positive culture around issues of relationships and sexuality

And to enable all pupils:

- to possess the building blocks to develop healthy relationships, good mental health and well-being, and healthy, active lives
- to develop feelings of self-respect, confidence and empathy
- to be aware of the importance of protected characteristics and understand why these should be recognised
- to be prepared for puberty, and have an understanding of the importance of health and hygiene and of sexual development
- to know and use the correct vocabulary to describe themselves and their bodies

Legislation

With particular reference to Relationships and Health Education, all schools must fulfil their statutory duties, as detailed in the following documents:

- Children and Social Work Act 2017: Section 34 and Section 35, under which the '*Relationships Education, Relationships and Sex Education (RSE) and Health Education Regulations' (DFE 2019)*, make Relationships and Health Education compulsory for all primary pupils
- Children Act 2004: promotion of children and young people's wellbeing (*Wellbeing being defined in this Act as the promotion of physical and mental health; emotional wellbeing; social and economic wellbeing well-being; education, training and recreation; recognition of the contribution made by children to society; and protection from harm and neglect.*)
- Keeping Children Safe in Education 2020: safeguarding and promotion of the welfare of children
- Equality Act 2010: ensuring the protected characteristics listed within the Act are respected and understood and that schools do not unlawfully discriminate against pupils and families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation
- SEND Code of Practice 2014: ensuring children with SEND are able to access a broad and balanced curriculum and that they are prepared for adult life

Curriculum Content

The agreed curriculum content for Relationships, Health and Sex Education in CCLT schools has been informed by curriculum guidance provided by the PHSE Association, and has been cross-referenced with the statutory content of the National Curriculum for Science in order to determine the most appropriate sequence and timing of the key objectives. Within this, learning about puberty begins in Year 4, as, whilst the average age for girls to start puberty is age 11 and for boys age 12, it is normal for puberty to begin at any point between the ages of 8 and 13 in girls, and 9 and 14 in boys. It is therefore important that all children are well prepared for this stage of their physical development in a timely manner.

The agreed curriculum also enables appropriate learning to take place about the importance of respect and kindness to others, and teaches that any form of verbal, physical or sexual abuse, either in person or online, is unacceptable.

The timely introduction and correct use of appropriate vocabulary within the agreed curriculum content supports children's learning and understanding, and prevents misunderstandings about what words in common use mean. The agreed curriculum content lists the correct vocabulary to be taught and used in Science, Relationships, Health and Sex Education lessons, so that children develop a secure knowledge and understanding of the language needed to be able to confidently talk about issues relating to themselves and others. Where children do use words incorrectly or in a derogatory manner, this will be addressed appropriately and sensitively.

Each school will determine how this content will be delivered to their pupils within their own wider curriculum and school context, and this will be detailed within their school specific Policy for Personal, Social, Health and Economic Education.

See Appendix A: CCLT Agreed Curriculum Content and Vocabulary for Relationships, Health and Sex Education September 2020

Early Years Foundations Stage

The Statutory Framework for Early Years Foundation Stage (DFE 2021) and Non-statutory curriculum guidance Development Matters (2021) has been used to inform the CCLT agreed curriculum content and vocabulary for children in Nursery and Reception.

The EYFS curriculum is organised within seven areas of learning and development. All areas of learning and development are important and inter-connected; the three prime areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning; forming relationships and to help children to thrive in their Early Years Foundation Stage. The prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. Within the EYFS curriculum, Relationships Education is embedded within the prime area of Personal, Social and Emotional Development and is also a key aspect of the Understanding of the World area of learning. Communication skills will also affect Relationship Education therefore the prime area of Communication and Language is also significant in developing good relationships. Aspects of Health Education are included within the prime areas of Personal, Social and Emotional Development and Physical Development. Through these, EYFS children are encouraged to see themselves as a valuable individual, build constructive and respectful relationships and to express their feelings and consider the feelings of others. Children should also know and talk about the different factors that support their overall health and wellbeing and will learn to develop their fine and gross motor skills.

Pupils with Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice 2014 states that *'All pupils should have access to a broad and balanced curriculum.'* Therefore, as part of this curriculum, Relationships, Health and Sex Education must be accessible for all pupils. CCLT schools are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Teachers take this into consideration when lesson planning, and if deemed necessary, additional support is

provided for individuals to support their learning, dependent upon need. The agreed curriculum content and teaching is therefore tailored to meet the specific needs of pupils at different stages, through teaching that is developmentally and age appropriate.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. The Act encourages schools to meet the diverse needs of children and to improve their outcomes regardless of background. CCLT schools do this by teaching children about their rights and responsibilities, and acceptance, empathy and understanding of others.

In CCLT schools, all teaching is sensitive and age-appropriate in approach and content. The agreed curriculum content enables appropriate learning to take place about differences and similarities in family situations, and prevents children whose families arrangements are different to others from feeling unaccepted or isolated, and becoming vulnerable to the effects of mental and emotional stigma. The curriculum raises children's awareness of differences and similarities between people, such as their physical appearance and personality, likes and dislikes, points of view, cultures and ethnicities, religions and beliefs, disabilities or special needs, and relationships. It has a clear focus on helping children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy and responsible citizens, rather than judging them on appearance or differences to oneself. The agreed curriculum promotes respect and understanding of different lives; it does not promote LGBT lifestyles.

Parental Right to Withdraw

As Science, Relationships and Health Education are statutory (compulsory) subjects, parents do not have a right to withdraw their children from these lessons.

As Sex Education is not mandatory, parents do have a right to request that their child be excused from lessons that are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

Where a parent requests that their child be excused from these lessons, the Headteacher of the school should meet with the parent to discuss their concerns, but must respect the parent's wishes and grant the request to withdraw the pupil from any Sex Education delivered, other than as part of Science, Relationships or Health Education. It is then the school's responsibility to ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

See Appendix B: Parental Request to Withdraw Pupil from Sex Education

Roles and Responsibilities

This Policy has been developed through the collaboration of PHSE Leaders from all Trust Schools on behalf of the Central Cooperative Learning Trust. The Trust is responsible for ensuring that this Policy is used by all Trust schools to inform their statutory provision for

teaching Relationships, Health and Sex Education as part of each school's Personal, Social, Health and Economic Education provision.

Local Governing Bodies of the Trust schools have the responsibility to ensure that the school's provision for Relationships, Health and Sex Education is well-led, effectively managed and well planned, so that teaching is accessible to all pupils and all pupils make progress in achieving the expected outcomes. They must also ensure that the subjects are resourced, staffed and timetabled so that the school can fulfil its legal obligations, and that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

Headteachers are responsible for ensuring that the agreed curriculum is taught consistently across the school, that pedagogy and resources employed for delivery of the content is appropriate to the age and stage of the pupils, and that teachers have the necessary training and expertise to confidently and effectively teach the curriculum content. Headteachers also have the responsibility to liaise with parents and manage requests to withdraw a pupil from non-mandatory Sex Education.

Monitoring, Reporting and Evaluation

Headteachers and PHSE Leaders will monitor and evaluate the implementation and effectiveness of the Trust policy and agreed curriculum content for Relationships, Health and Sex Education, and the school's policy for Personal, Social, Health and Economic Education, and provide feedback to the Local Governing Body and to the Trust as required.

The *'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019'* document will be reviewed by the Department for Education three years from first required teaching (September 2020) and every three years from that point.

The Trust policy will be formally reviewed in line with the review of the statutory guidance, and no later than three years from the date of adoption of the policy.

School policies will be formally reviewed in line with each school's own programme of policy review, which will be detailed within each policy, and with the school's Local Governing Body policy review plan.