



The Consortium Multi-Academy Trust

Chair of the Members and Board of Trustees: Dawn Carman-Jones

Principal/CEO: Andrew Aalders-Dunthorne

Email: principal@consortiumacademy.org

Relationship, Sex and Health Education Policy

1 INTRODUCTION

1.1 We have based our school's *Relationship, Sex and Health education (RSHE)* policy on the DfE guidance document: 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'. In this document, sex education is defined as 'learning about physical, moral and emotional development.

It is about understanding the importance of family life, stable and loving relationships, respect, love and care. *We promote a caring and supporting environment where each individual is valued and respected.* It is also about the teaching of sex, sexuality, relationships and health education.

Sex education is part of the personal, social and health education curriculum in our school. While we use sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions.

1.2 The Trust is committed to the provision of RSHE for all its pupils. Our programme aims to respond to the diversity of our children and families and provide them with the knowledge that will enable them to make informed decisions about their wellbeing, health and all aspects of relationships.

2 AIMS AND OBJECTIVES

2.1 We teach children about:

- the physical development of their bodies as they grow into adults;
- *the correct terminology to ensure that they have a universal language for describing the human body.*
- the way humans reproduce;
- respect for their own bodies;
- the importance of family life;
- moral questions;
- relationship issues;
- *the language of emotions*
- *the benefits of daily exercise, good nutrition and hydration and getting enough sleep*
- respect for the views of other people;
- *their rights and responsibilities*
- abuse and what they should do if they are worried about any concerns regarding their own personal safety or health and how to report these concerns.

3 CONTEXT

3.1 We teach *RSH* education in the context of the School's aims and values framework (See *Teaching and Learning Curriculum Policy*). We teach *RSH* education in the belief that *we need to equip children with the knowledge, skills and understanding that they need in order to lead fulfilling lives.*

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- sex education should be taught in the context of stable relationships;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect;
- children need to learn the importance of self-control.

4 ORGANISATION

Meeting objectives will require a graduated and age-appropriate programme. Teaching methods should take into account of developmental differences of pupils even of the same age (including when those are due to specific special educational needs or disabilities). Schools should also consider what is appropriate and inappropriate in a whole class setting

4.1 Relationship and sex education:

For this aspect of teaching and learning, we mainly refer to the PSHE Association guidance (PSHE Programmes of Study KS 1-5) which covers all aspects of the **proposed** statutory requirements for Primary Schools and Chris Quigley's 'Essentials' planning tool and objectives.

In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work. Right from the youngest children we use only the correct biological terms and any inappropriate use of language is dealt with at the time and in the most appropriate way. We also explain to them what will happen to their bodies during puberty. For example, we explain that boy's voices will change during puberty and we explain about menstruation in girls. We encourage the children to ask for help if they need it.

We also teach some sex and relationships education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth.

In Years 5 and 6 we place a particular emphasis on *specific sex* education, as many children experience puberty at this age. By the end of Key Stage 2, we ensure that both boys and girls know how babies are created, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy). Teachers do their best to answer all questions and issues with honesty, sensitivity and care, with consideration given to the age and maturity of the pupils. Some issues, which traditionally have more of a Secondary focus, will not be planned to be taught, but will be addressed appropriately if pupils ask direct questions.

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We inform all parents and carers of children in Years 5 and 6 about how this particular programme of lessons will be delivered, what the issues are and how they are taught, and we offer them the opportunity to view materials the school uses in its teaching.

4.2 Health education:

This focus is on teaching the characteristics of good physical and mental health and wellbeing. Teachers should make it clear that mental wellbeing and health is a normal part of daily life, in the same way as physical health. (See also 'Mental and Emotional Health and Wellbeing' policy)

Pupils are taught about the benefits of daily exercise, good nutrition and sufficient sleep, and giving them the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

It will include simple self – care techniques such as personal hygiene, online safety, prevention of health and wellbeing problems and basic first aid, as well as where and how to seek support if needed.

5 THE ROLE OF PARENTS AND CARERS

5.1 The school is well aware that *parents and carers play a key role in children's sex education*. We wish to build a positive and supporting relationship with the *parents and carers* of children *in our schools* through mutual understanding, trust and co-operation. In promoting this objective we:

- inform parents about the school's RSH ~~sex~~ education policy and recommended best practice and statutory requirements with regard to RSH education;
- answer any questions that parents may have;
- take seriously any issue that parents raise with teachers or Locality Committees about this policy;

5.2 Parents have the right to withdraw their child from the sex (but not the relationships) education programme that we teach in our schools. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Academy Head so that their wishes are understood and to clarify the nature and the purpose of the curriculum. Once those discussions have taken place, the school will respect the request to withdraw the child from any sex education, other than as part of the Science curriculum. For the vast majority of pupils with SEND, including those with EHCPs, their SEND should not be a consideration in deciding whether to grant a request.

6 CONFIDENTIALITY

6.1 Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection *or safeguarding*. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these

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circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Academy Head and or Designated Safeguarding Leader. The Academy Head and or DSL will then deal with the matter. (See also Safeguarding Policy.)

- 6.2 All other issues of a sensitive, but non-sexual nature will be dealt with appropriately and sensitively as they arise.

7 THE ROLE OF THE ACADEMY HEAD

7.1 It is the responsibility of the Academy Head to ensure that both staff and parents are informed about our RSH education policy, and that the policy is implemented effectively. It is also the Academy Head responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

7.2 The Academy Head ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework.

7.3 The Academy Head monitors this policy on a regular basis and reports to governors, when requested, on the effectiveness of the policy.

8. MONITORING AND REVIEW

The Trust Board monitors our RSH education policy on an annual basis. This committee reports its findings and recommendations to the Locality Committee as necessary, if the policy needs modification. The Committee gives serious consideration to any comments from parents about the RSH education programme, and makes a record of all such comments. Locality Committees require the Academy Head to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our schools.

Document Control

Changes History

Version	Date	Amended By	Details of Change
V2	14/02/19	Sam Cutler	Review in line with new legislation

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	14/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	14/12/2016

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Equality Impact Assessment

Date	Name	Details

END OF DOCUMENT

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