

Areas that need to be covered within the policy, as be DfE guidelines

Introduction	
Aim	
Define relationship education and relationship and sex education	
Describe how the subject is monitored and evaluated	
Details of content/scheme of work and when each topic is taught, taking account of the age of pupils	
Who delivers either relationship education or SRE	
How the policy has been produced, and how it will be kept under review, in both cases working with parents	
How delivery of the content will be made accessible to all pupils, including those with SEND	
Explanation of right to withdraw	
Requirements on schools in law eg Equality Act 2010	
How often the policy is updated	
Who approves the policy	
Confirm the date by which the policy will be reviewed.	
Cross referenced to other policies and national guidance	

**Once approved it must be published on school's websites**

# HCAT Relationship, Health & Sex Education policy 2020

This policy should be read in conjunction with other HCAT policies, including:

- Attendance
- Anti-bullying
- Behaviour
- Child Protection
- E-Safety
- PSHE
- Special Educational Needs and Disability
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The following national guidance should also be referred to:

- Relationships Education, Relationship and Sex Education (RSE) and Health Education (DfE: 2019)
- Keeping Children Safe in Education (DfE; 2019)
- Sexual violence and sexual harassment between children in schools and colleges (DfE: 2018)
- Prevent and Tackling Bullying (DfE: 2017)

## Equality Statement

At Hull Collaborative Academy Trust (HCAT), we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

## HCAT Ethos

All children have the right to be safe. This is more likely to happen if the children themselves feel that they have this right. A caring environment in which the self-esteem of the individual is actively promoted by showing respect for his/her colour, gender, race, creed, background or ability is vital for achieving this. A child's sense of his/her own value will also be increased by providing an atmosphere in which independence, self-confidence, self-expression and assertiveness are encouraged. We base our dealing with all members of our community on Restorative Practices.

## Introduction

From September 2020, all primary schools have a legal duty to ensure children receive Relationship and Health Education, and all secondary aged children to receive Relationship Education, Relationship and Sex Education and Health Education.

This policy aims to inform all key stakeholders how the Trust intends to deliver RSE (Relationship and Sexual Education) curriculum.

Relationship Education – Giving children the foundations to help build positive relationships with friends, families, others within their community, plus understand healthy and safe relationships in the virtual world.

By the end of **primary** education, children will have been taught:

- families and people who can for them
- caring friendships
- respectful relationships
- online relationships
- being safe.

Health Education – To educate all pupils on the benefits and importance of physical health (exercise, nutrition, self-care, personal hygiene), plus help to develop skills that will enable

pupils to understand a range of normal emotions that everyone experiences and how to manage these feelings. During secondary education, pupils will be given opportunities to further develop and explore how they can foster strategies on how to make well-informed choices, plus understand the physical and psychological risks associated to substance misuse or alcohol.

By the end of **primary** education, children will have been taught:

- mental wellbeing
- internet safety and harm
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Relationship and Sex Education – Aims to give young people the information they need to help them develop healthy, nurturing relationships of all kinds.

By the end of **secondary** education, children will have been taught:

- respectful relationships, including friendships
- online media
- being safe
- intimate and sexual relationships, including sexual health

### **Aim**

As a Trust, we hope that by the time our pupils leave compulsory education they have developed the knowledge and skills of how to manage their own wellbeing, build positive and safe relationships in the modern world in which they are growing up, and make well-informed choices. We aim to achieve this by:

- Helping young children to respect themselves and others;
- Supporting pupils through their physical, emotional and moral development.
- Developing skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing.
- Helping pupils move more confidently and responsibly into adulthood.
- Provide clear guidance for parents, carers, staff and trustees.

At HCAT, we appreciate that parents/carers are the main educators on many of these issues, which at times can be sensitive in nature. However, our schools aim to help deliver these important aspects of life in a safe and secure learning environment, which allows children to discuss, debate and respectfully challenge.

The Department for Education has clearly outlined what children must learn during each phase of their education. The tables below provide an overview of how we intend to deliver messages through our broad and balanced curriculum, which will be adapted accordingly to children's age and/or Special Education Needs & Disability (SEN&D). Below outlines how HCAT schools intends to deliver each element of the of the RSE and Health Education curriculum.

## Primary Education

<p><b>Families and people who care for me</b></p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>This will be covered in the following areas of the curriculum or other programmes of delivery</p> <hr/> <p>These will be covered in the following areas of jigsaw:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Celebrating differences</li> </ul> <p>They will be covered across all year groups at an age appropriate level.</p>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<p>This will be covered in the following areas of the curriculum or other programmes of delivery</p> <hr/> <p>These will be covered in the following areas of jigsaw:</p> <ul style="list-style-type: none"> <li>• Celebrating differences</li> <li>• Relationships</li> </ul> <p>They will be covered across all year groups at an age appropriate level.</p>
<p><b>Respectful relationships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>This will be covered in the following areas of the curriculum or other programmes of delivery</p> <hr/> <p>These will be covered in the following areas of jigsaw:</p> <ul style="list-style-type: none"> <li>• Celebrating differences</li> <li>• Relationships</li> <li>• Being me and my world</li> </ul>

	<ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy me</li> <li>• R.E</li> </ul> <p>They will be covered across all year groups at an age appropriate level.</p>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <ul style="list-style-type: none"> <li>• ITC/ Internet safety days</li> <li>• Relationships – jigsaw unit</li> </ul> <p>They will be covered across all year groups at an age appropriate level.</p>
<b>Being Safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p>These will be covered in the following areas of jigsaw:</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Healthy me</li> </ul> <p>They will be covered across all year groups at an age appropriate level.</p>

### How the RSE curriculum is taught and by whom?

The Trust will always ensure that children are taught elements of this curriculum in an informative but sensitive way. If necessary, individual schools may seek assistance from agencies with greater knowledge and experience, such as Nursing Services, Drug and Alcohol agencies, local policing teams, fire service or other specialist organisations both locally and national (ie NSPCC, CEOP)

Any outside agency providing their service will be vetted to ensure their delivery of key messages, and materials are age appropriate, plus differentiated for our SEND population. External visitors will be informed of the school's safeguarding arrangements, on entry, and will be provided with guidance on individual school's internal reporting systems, if concerns or disclosure are made during their visit.

### **Jigsaw Programme (Primary)**

Many of the schools in HCAT will use the Jigsaw PSHE programme, as the main vehicle to determine both content and coverage of the relationship and sex education curriculum. All lessons, using the Jigsaw resources, are taught using simple, child-friendly language and pictures, which helps children understand.

The key concepts that children learn in Jigsaw are inner strength, self-esteem and resilience, all of which are fundamental to help keep children safe and help them make healthy choices now, and in later life.

### **Communication**

Many of the areas taught within the RSE curriculum are already embedded into other aspects of children and young peoples' learning experience - for example, science, physical education, religious studies, IT, PSHE - Jigsaw, national annual events such as Anti-bullying and E-Safety weeks, plus also through our Trust's restorative ethos. Individual schools will always communicate, with parents/carers, in advance of sessions being delivered relating to sex education and share any materials on request prior to the commencement of the session taking place.

### **Special Educational Needs & Disability**

We are an inclusive organisation and ensure all our pupils receive a broad and balanced curriculum, which is specifically tailored to meet individual needs.

Staff will use a range of resources, activities or specific support depending on the needs of the pupils, in order for them to have full access to the content of sex and relationship education, which is appropriate to their age, aptitude and ability.

### **Safeguarding**

The care and wellbeing of pupils is of utmost importance and we recognise that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In the event of child protection disclosure being made, or if a staff member has a pupil welfare concern, the school's child protection procedures will be followed.

A verbal report should be made to the Designated Safeguarding Lead, in the first instance, and a subsequent recording logged on the school's electronic recording system - CPOMS.

### **Parents right to withdraw their child from elements of the curriculum**

As part of our Trust's Relationship Education and Relationship and Sex Education curriculum, we chose to teach upper Key Stage 2, plus Key Stage 3 and 4 children Sex Education at an age-appropriate level. Specific sex education, in these Key Stages, will be built upon all the components of the curriculum that have previously been taught to children in Foundation Stage and Key 1.

Our Trust acknowledges, and respects parents/carers rights to withdraw their children from participating in these sessions. However, before granting such requests, the Headteacher would always welcome the opportunity to discuss, with parents/carers, the benefits, and also the possible detrimental effects of withdrawing their child from these sessions.

Parents/carers of secondary age pupils can also request their child to be withdrawn from sex education, but only up until three terms before they turn 16 years of age. After this point, if the child wishes to receive sex education, the school will grant their request, unless there are particular circumstances where this would not be in the best interest of the child. It must be noted, that there is no right to withdraw pupils of any age from the science curriculum containing human development, including reproduction.

### **How the policy has been produced?**

This policy has been developed using guidance issued by the Department of Education (DfE).

We have consulted with all major stakeholders, including parents/carers, and where appropriate, religious leaders.

We understand the importance of taking into account views and opinions of all parties, and will endeavour to reach a mutual agreement on the delivery of this programme, which is in the best interest of all the pupils attending HCAT schools.

As a restorative organisation, we recognise the importance of collaborative working and always respect the wishes and feelings of others.

All our schools offer an 'open door' policy and we will listen to any concerns raised in relation to the RSE curriculum.

The policy will be kept under constant review and any changes will be communicated, to all parties, in advance of any significant alterations.

### **Monitoring and Evaluation**

Monitoring is the responsibility of the headteacher, governors, teacher with responsibility for sex and relationship education and the Board of Trustees.

The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change, if required.

This policy document is available on individual schools, and the Trust's website.

### **How often the policy is updated?**

All HCAT policies are regularly reviewed, to ensure they remain fit for purpose and are in line with both local and national guidance.

The RSE policy will be included within the Trust's review cycle, but as a minimum will be officially revised every 2 years, from the date of approval granted by the Board of Trustees.

## Relationship Education and Relationship and Sex. Primary through to secondary education.

Ages 3 – 6	Family Tree, Friendships, Feeling good, Respecting myself and others, Naming body parts, Private parts, How children are different, Where babies come from and People to talk to if you are worried
Ages 7 – 8	Healthy and unhealthy friendships, Changes in relationships, Bullying, Body changes, Difference between boys and girls, Feelings, How babies are made, How to different animals have babies, What happens when people get old, Looking after your growing body, peer pressure, Keeping secrets, People to talk to if you feel anxious or unhappy, Where can you find information about growing up.
Ages 9 - 10	Important relationships, Love, Different kinds of families and partnerships, Bullying, Respectful behaviour, Healthy relationships, Puberty, Am I normal, Feelings, Internet safety, How to say NO, Sex, Personal hygiene, Who to talk to if you want help, or advice, Where you can find information about puberty and sex, Reliable internet sites, COEP.
Ages 11 - 13	Healthy and unhealthy relationships, How and why relationships change during puberty, Self-esteem, Difference between marriage and civil partnerships and the law, How to deal with family or friendship break-ups, Sex and the law, Delaying early sex, Sexuality and gender, Acceptable touching and behaviour amongst peers, Am I normal, Media and its negative impact, Body image, Emotions and Hormones, Periods, Sexual attraction and feelings, Pleasure, Consent and the law, Sexting and the law, Healthy behaviour, Keeping Safe, Where to go for help and information.
Ages 14 -16	Healthy sexual relationships, Controlling and exploiting relationships, Resisting peer pressure, Important relationships with friends, family and sexual partners, Dealing with conflict in relationships, Effective communication skills, Teenage Parenthood, Challenging bullying and prejudices, Sexting and the law, Self-esteem, Aspirations, Feelings, Pornography v's Reality, Pregnancy choices, Sexuality, Consent, Drugs and Alcohol, Sexual Health, Sex and the law.

