



# Relationships, Sex and Health Education Policy



1	Summary	Relationships, Sex and Health Education Policy			
2	Responsible person	Stephanie Crawford			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight/ Stephanie Crawford			
6	Who has been consulted and recommended policy for approval	SMT			
7	Approved by and date	September 2024 Caroline Knight			
8	Version number	4			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2024			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Introduction

1.1. The Relationship Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

1.2. Relationships and health education provide a fundamental contribution towards the personal and social development of our children. It builds on their knowledge for making informed decisions about their relationships, wellbeing, health and enhances their resilience and self-efficacy. It is crucial our children understand the qualities which contribute towards positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults. Relationships education is a key part of helping children and young people to stay safe and be well-prepared for life in modern Britain.

Health Education enables our children to understand the factors which contribute towards good physical health and mental wellbeing, and that these are fundamentally linked. It is important we supply our children with the information they need to make good decisions about their own health and wellbeing. Furthermore, they need to identify potential issues which could emerge in themselves and others throughout their lives, and know how to seek support at an early stage.

1.3. This policy sets out our school's approach to statutory Relationships, Sex and Health Education. The school's curriculum complies with the statutory guidance of the following document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

1.4. We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance. Teaching will consider the age, ability, readiness and cultural backgrounds of pupils to ensure that all can fully access RSE provision.

1.5. RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's anti-bullying policy.



## **2. Scope of the policy**

2.1. This policy applies to all provisions within Thorpepark Academy.

## **3. Implementation of the policy**

3.1. The teaching of PSHE and citizenship is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups follow the Jigsaw programme which promote and prepare pupils for the opportunities, responsibilities and experiences of adult life. The programme also provides spiritual, moral, social, cultural (SMSC), mental and physical elements which is crucial for the children's development as both individuals, and members of society. Additionally, these focuses are implemented through other areas of the curriculum and contribute to the whole school ethos, safeguarding and the contribution to SMSC developments. In addition, we also offer the opportunity for external agencies within the local community to work with the children, developing their wider knowledge on being healthy and staying safe.

3.2. Jigsaw is taught weekly across the school; it consists of 6 half-term learning themes which remain consistent across the school. The themes are broken down into Jigsaw pieces (lessons), each piece consists of 2 learning objectives which accommodate progression of Relationships, Sex and Health education and the other is designed to develop children's emotional literacy and social skills. The Jigsaw themes are also employed within other areas of school life, such as whole school assemblies to continue to contribute towards the development of children's wider learning regarding the Jigsaw theme learning intentions. Overall, this structure ensures learning deepens and broadens every year to support the children and helps them understand and value how they positively fit into and contribute to the world. In addition to this, an online safety scheme runs alongside the curriculum for class assemblies. The scheme focuses on keeping safe online, having positive online relationships and developing healthy online habits. This scheme has been written and planned in line with the government document- Education for a Connected World 2020.

Jigsaw outcomes, as well as wider skills associated with PSHE and citizenship are also addressed through other areas of the curriculum and school life, this is the responsibility of all members of staff to ensure children successfully progress within these areas.

3.3. The skill progression is in addition to the objectives to ensure that skills are progressed through each year group. Furthermore, assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess.



- 3.4. All activities planned for are adapted to ensure that all pupils have access to the learning objective and curriculum. SEND pupils are required to join in with PSHE lessons. Planning, delivery, and assessment will reflect this.
- 3.5. We always wish to involve parents in understanding and supporting the implementation of PSHE and citizenship within the school. The school communicates this information with parents through topic webs, social media, hard copies and on the school website. We also feel it is important to include parents during the accomplishment of life skill projects where possible; to promote positive relationships and contributions towards the wider school curriculum.
- 3.6. Subject leaders are responsible for the monitoring and evaluation of PSHE and citizenship across the school. This will include:
- Supporting staff with planning and delivering of PSHE and citizenship
  - Providing CPD opportunities either in house or through different services
  - Lesson visits and drop ins
  - Working with subject leaders across the trust to develop subject
  - Reporting to the Head of school and governors termly

Class teachers are responsible to adapt planning, prepare, deliver and assess lessons which help build the relevant skills. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in sequenced PSHE lessons, to ensure coverage is adequate and progressive.
- Follow the school's policy for providing snap shot of learning inside the class floor book where the jigsaw lessons are evidenced.
- Ensure all pupils are remembering the information they are learning
- Ensure pupils are developing on skills from the previous year or stage

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.

3.7 Parents/carers have the right to request that child be withdrawn from some or all aspects of the sex education delivered as part of sex education delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or the aspect of sex education that fall under the National Curriculum for science i.e. human growth and reproduction.

Any parent wishing to withdraw their child from RSE should contact the Head of School or class teacher. RSE is a vital part of the school curriculum and supports child development. We strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take

#### 4. Safeguarding and Confidentiality



4.1 We provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home.

4.2 It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, staff should follow the school's safeguarding and child protection policy & procedures. Personal information about pupils who have approached a teacher for discussion and disclosed sensitive information should not be shared with any other person.

4.3 Pupils with special educational needs are more vulnerable to exploitation and less able to protect themselves from harmful influences. Child Sexual Exploitation, or CSE, is a form of sexual abuse which sees children/young people being manipulated or coerced into sexual activity for receiving 'something' such as; gifts, money, food, attention, somewhere to stay etc. Technology is very often used to groom victims. This may occur through social networking sites and mobile phones with internet access. Children will receive additional teaching from outside agencies such as the neighborhood policing team on the teaching of childhood exploitation.

4.4 If staff have concerns regarding any of our pupils, they should seek support from the Designated Safeguarding Lead (DSL) and follow the school's Safeguarding and Child Protection Policy & Procedures.