Hull Collaborative Academy Trust

Relationship, Health
&
Sex Education policy

Date policy originally produced: **February 2020**
Date approved by Trustees: **November 2022**
Produced by: **Suzanne Wilson**
Review policy: **September 2023**

Other related academy policies that support this policy include:- Attendance, Anti-Bullying, Behaviour, Child Protection, Complaints, E-Safety (Online), PSHE and Special Educational Needs & Disability

Hull Collaborative Academy Trust

Equality Statement

At Hull Collaborative Academy Trust (HCAT), we do not discriminate against any child or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage and civil partnership, 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

This policy covers the schools in HCAT. Our Trust is a combination of primary and secondary schools, and this policy outlines our approach to Relationship, Sex, and Health and Education.
This policy aims to inform all key stakeholders how the Trust intends to deliver RSHE (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

As a Trust we actively celebrate the diversity of all our pupils, their families, and the wider community. RSHE, across all our schools, will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

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 relationship in the modern world in which they are growing up, and make well-informed choices. We aim to achieve this by:

- Help young children to respect themselves and others;
- Support pupils through their physical, emotional and moral development.
- Develop skills and understanding to enable pupils to make healthy responsible choices about their health and wellbeing.
- Help 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. Annex I, of this policy, provides 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).

Working with parents/carers

Government guidance on RSHE emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationship topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents/carers will be given every opportunity to understand the purpose and content of RSHE.

How the RSHE 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. Teaching will incorporate HCAT principles of high-quality teaching. Plans will be flexible and respond to pupils' current level of knowledge and skills. Selected resources, such as books and film clips, will be used which support and promote understanding within a moral/values context. High quality resources will support our RSHE provision and will be regularly reviewed. We will focus on the needs of our pupils and our planned learning objectives to achieve best outcomes.
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).

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engagement with young people. Each school will ensure that;

- The validity of the visitor or visiting organisation's credentials is authentic, including written confirmation from the providing organisation that appropriate levels of vetting checks (enhanced DBS with Children's Barred List, if necessary) have been obtained [1].
- That teaching delivered by visitors fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their session and scrutinised to ensure that the content is age-appropriate and accessible for the pupils.
- Visitor's materials are reviewed in advance, to ensure that they meet the full range of pupils' needs (SEND)
- Confidentiality will be maintained in lessons and that the visitor understands how safeguarding reports should be dealt with in line with the school policy and procedures.
- The headteacher, at their discretion, will determine the level of supervision required by school staff during an external workshop. Consideration will be given to the age of the pupils, the nature of the topic, and/or any other relevant context.

Assessment

Pupils' learning will be assessed to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate. The quality of RSHE teaching and learning will be evaluated, as part of the school's self-evaluation in line with other subjects.

Learning environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every aspect of RSHE. Expectations should include:

- We take turns to speak
- We use kind and positive words
- We listen to each another
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

Answering difficult questions

Our schools believe RSHE should meet the needs of all pupils, answer questions and offer support. Both formal and informal RSHE arising from pupils' questions will be answered according to their age and maturity. Questions do not have to be answered directly, and can be addressed individually later.

Jigsaw Programme

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.

---

[1] Under no circumstances will an external visitor on whom no checks have been obtained be left unsupervised.

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 area taught within the RSHE 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.

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

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

All members of staff who deliver the RSHE programme undertake statutory training around safeguarding children, and young people every 3 years, and are all aware of the Trust's Child Protection/Safeguarding policy and procedures.

The role of the Headteacher and Trustees

It is the responsibility of the Trustees to ensure that as well as fulfilling their legal obligation, the Trustees should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RSHE;
- RSHE is well led, effectively managed and well planned;
- the quality of RSHE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and right to request that their child is withdrawn; and
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its statutory obligation.

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, Key Stage 1 and lower Key Stage 2.

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 circumstance 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.

Training and support for staff

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to ensure they are up to date with the RSHE curriculum, legislation, curriculum requirements and to consider appropriate teaching approaches and materials.

Training will also be scheduled around any updated guidance on the curriculum and any new developments, e.g. youth produced sexual imagery, which may need to be addressed in relation to the curriculum.

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 view 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 alternations.

Monitoring and Evaluation

Monitoring is the responsibility of the headteacher and teachers with responsibility for sex and relationship education and the Board of Trustees.

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

Trustees require the Headteacher to keep records, giving details of the content and delivery of the RSHE programme that is taught in school.

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 official revised every 2 years, from the date of approval granted by the Board of Trustees.

National Guidance

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; 2022)
- Prevent and Tackling Bullying (DfE: 2017)

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.

Primary Education

Families and people who care for me	Pupils should know: • that families are important for children 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.	This will be covered in the following areas of the curriculum or other programmes of delivery • Jigsaw Relationships • Jigsaw Changing Me • World Book Days – focus on differences and respecting others
Caring friendships	Pupils should 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, 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. • 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.	This will be covered in the following areas of the curriculum or other programmes of delivery • Jigsaw Relationships • RP Week • Respectful Relationships workshops with Upper KS2
Respectful relationships	Pupils should know • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners.	This will be covered in the following areas of the curriculum or other programmes of delivery • Jigsaw Relationships • RP Week • Respectful Relationships workshops with Upper KS2

	• the importance of self-respect and how this links to their own happiness. • 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.	• Assemblies • BEAMS – School praise and reward system • Hope not Hate Workshops KS2
Online relationships	Pupils should know • that people sometimes behave differently online, including by 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 including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.	This will be covered in the following areas of the curriculum or other programmes of delivery. • Jigsaw relationships • E-Safety Week • ICT Curriculum through all units
Being Safe	Pupils should 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; including that it is not always right to keep secrets if they relate to being safe.	This will be covered in the following areas of the curriculum or other programmes of delivery. • Jigsaw changing me • E-Safety Week • Respectful Relationships Workshops – Upper KS2 • Assemblies • RP week • RP Champion discussions which are disseminated back to the classes • Hate Crime Workshops – KS2 • Hope Not Hate workshops – KS2

Annex I

Secondary Education

Families	Pupils should know • that there are different types of committed, stable relationships. • how these relationships might contribute to human happiness and their importance for bringing up children. • what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. • why marriage is an important relationship choice for many couples and why it must be freely entered into. • the characteristics and legal status of other types of long-term relationships. • the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	This will be covered in the following areas of the curriculum or other programmes of delivery. • Xxx • Xxx
Respectful relationships, including friendships	Pupils should know • the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships.	This will be covered in the following areas of the curriculum or other programmes of delivery. • Xxx • Xxx • Xxx

	- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). - 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 people in positions of authority and due tolerance of other people's beliefs. - about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. - that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. - what constitutes sexual harassment and sexual violence and why these are always unacceptable. - the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.	
Online and media	Pupils should know - their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. - about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. - not to provide material to others that they would not want shared further and not to share personal material which is sent to them. - what to do and where to get support to report material or manage issues online. - the impact of viewing harmful content. - that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. - that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. - how information and data is generated, collected, shared and used online.	This will be covered in the following areas of the curriculum or other programmes of delivery. - Xxx - Xxx - Xxx

Being safe	Pupils should know	This will be covered in the following areas of the curriculum or other programmes of delivery.
	• he concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	• Xxx • Xxx
Intimate and sexual relationships, including sexual health	Pupils should know • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour.	This will be covered in the following areas of the curriculum or other programmes of delivery. • Xxx • Xxx • Xxx

	• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	

Table of changes

Date	Change or inclusion	15
September 2022	The following sections have been either added or changed: • Introduction • How the RSHE curriculum is taught and by whom • External visitors • Assessment • Safeguarding • Training and support for staff	

Table of changes