



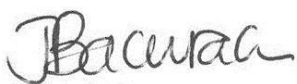
# *Health, Relationships and Sex Education Policy*

## Version information

Version	Reason	Review date	Future Review
2019-20	Updated in accordance with new DfE guidelines	November 2019	November 2020

## Approved by the Directors Board of the Huish Academy Trust and

Chair of Directors



Date

26 November 2019

Review Period  
changes

Annually initially, or as and when guidance from the DfE

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## Introduction

*Today's children and young people are growing in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. (DFE 2019)*

This policy covers our school's approach to Health, Relationships and Sex Education, not only in lessons but also through the attitude of our staff and students alike.

It has been produced with guidance by the school, who have consulted with our staff, board of governors, and with our parents.

It will be reviewed on a regular basis to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from the Government and the DfE. We will also ensure it remains relevant to the experiences of our pupils.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship and Sex Education and Health Education regulation 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, to provide Relationship Education and Health Education for all pupils receiving primary education.

We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. We understand that high quality, age appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils. As a result, RSE needs to be sensitive to the different needs of individual children.

Whilst as a Trust, we are aware of the need to be mindful and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential for young people still to have access to the learning they need to stay safe, healthy and understand their rights as an individual. This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, gender equality, civil partnerships and views about themselves.

## Defining Health Education within the Huish Academy Trust

Within the Huish Academy Trust, the aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Health education should help to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens inside and outside of school. Pupils are encouraged to take part in

a wide range of activities and experiences across the curriculum, contributing fully to the life of our school and our community. By doing this, they learn to recognise their own worth (well-being), work well with others and become increasingly responsible for their own learning. Pupils' health and well-being (mental health) plays a crucial part towards academic achievement and across the Trust we are committed to ensuring we do our very best to ensure that our children leave school confident and secure within their well-being.

## Defining Relationships Education within the Huish Academy Trust

We believe relationship education is designed to help children to develop skills to recognise and manage healthy relationships both online and in the real world. It is designed to build self-esteem and help children understand and make sense of the world that they are growing up in. Children should recognise the differences and similarities between their peers and their families, to understand the fact that every human being is unique and has the right to be respected. There are many different family structures and all children have the right to feel safe.

Relationships education has been shown to help keep children safe by allowing them to understand appropriate and inappropriate touching, to realise that their body is amazing and belongs to them. It is about building the foundations of an understanding of consent and personal boundaries; in that no one has the right to touch you in a way you don't like but also the difference between public and private behaviours.

It is important for children to know the names and functions of their body. By teaching them the scientific terms for their private parts, children are proven to be safer from abuse.

## Defining Sex Education within the Huish Academy Trust

Although The Relationships Education, Relationship and Sex Education and Health Education (England) regulations 2019 made Relationship Education compulsory in all primary schools, **sex education is currently not compulsory for primary schools**. However, the Department of Education continues to recommend **that all primary schools should have a sex education programme tailored to the age and maturity of the pupils**.

As set out in the guidance, it is up to individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. We, like many other trusts, already choose to teach **some aspects** of sex education and will continue to do so. We feel that teaching this in year 6 is the most opportune time in readiness for their secondary school education. **The content we cover is detailed in the section of the policy named 'overview of Sex Education within the Huish Trust'.**

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in year 6. However, the content is carefully chosen and matched to the children's age and development. Research has been put forward that an informed child is more empowered to make important choices about their body later in life.

The objectives of Sex and Relationship Education at Huish Academy Trust are:

- To enable our pupils to make responsible, informed and healthy decisions about their lives, both now and in the future.
- To teach our pupils to respect themselves and others so they can move confidently from childhood through to adolescence and into adulthood.

- To provide a supportive learning environment in which pupils can develop their feelings of self worth and confidence, especially in relationship to others.

## Overview of our Health Education within the Huish Academy Trust

Huish Academy Trust has a statutory duty to teach Health Education as part of the National Curriculum. **The aims and objectives below are compulsory.** Many of these objectives are not new and have been part of the Huish Trust curriculum for many years.

Detailed below is our provision:

**Mental wellbeing** – Children will understand that mental wellbeing is a normal part of life and that children can experience a normal range of emotions. They understand the benefits of physical exercise and that bullying has a negative and lasting impact on mental wellbeing.

**Internet safety and harms** – In this aspect, children should be able to understand the benefits of the Internet and the risks of spending excessive time on devices. They should understand that the Internet could be a negative place where online abuse, bullying and harassment can take place. When concerned, they should understand where they could report any concerns.

**Physical health and fitness** – Children should know the importance of regular exercise and the risks associated with an inactive lifestyle. They should understand the importance of building regular exercise into daily and weekly routines and how they could do this.

**Healthy eating** – For this, children will look at what constitutes a healthy diet and the characteristics of a poor diet.

**Drugs, alcohol and tobacco** – Children should understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol and drug-taking.

**Health and prevention** – This theme should ensure that children understand about safe and unsafe exposure to sun, the importance of good quality sleep and about ensuring good personal hygiene. They should recognise the benefits of dental health and the benefits of good oral hygiene.

**Basic first aid** – The children will look at how and when to make a call to the emergency services and dealing with common injuries.

**Changing adolescent body** - These sessions cover understanding the physical changes that take place as children get older, why they happen and how to manage them.

## Overview of Relationships Education within the Huish Academy Trust

Huish Academy Trust has a statutory duty to teach Relationships Education as part of the National Curriculum. **The aims and objectives below are compulsory.** Many of these objectives are not new and have been part of the Huish Trust curriculum for many years.

Detailed below is our provision:

**Families and people who care for me** – This aspect will allow children to understand that families are important as they give love, stability and security. In addition, children will learn about the characteristics of healthy family life and be able to recognise when family relationships are making them feel unhappy or unsafe. Children will gauge an understanding of how families can be structured in a variety of different ways and that marriage represents a commitment of two people to each other.

**Caring friendships** – Children will look at how important friendships are with regards to making them happy and secure. They will learn about the characteristics of friendships and understand that friendships can have their ups and downs and can be repaired.

**Respectful relationships** – Within this topic, children will understand the importance of respecting others, even when they are very different from them, make different choices or have different preferences or beliefs. Furthermore, the children will know the conventions of courtesy and manners towards others.

**Online relationships** – Children will understand that the same principles apply to online relationships as to face-to-face relationships and the rules and principles of keeping safe online. They will look at how people can sometimes pretend to be someone they are not and be able to understand what information to not give away online.

**Being safe** – This theme will allow the children to explore what sorts of boundaries are appropriate for friendships and knowing that their body belongs to them. It looks at how children can respond safely and appropriately to adults they may encounter and how they can report concerns or abuse.

## **Delivery of Health and Relationships within the Huish Academy Trust**

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, Health and Relationships Education is encouraged through the 'Personal, Social and Emotional Development' curriculum.

The delivery of learning is about making connections and is strongly linked to play. Health and Relationship Education is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

### **KS1 and KS2**

In these key stages, teachers teach Health and Relationships Education through the National Curriculum subjects. We also have adopted the scheme SCARF from the Coram Life Education, which we use to teach discrete lessons. Developed by teachers and centred on the 'Growth Mind-set' approach, SCARF promotes positive relationships, mental health, well-being, resilience and achievement. **The SCARF programme is an up to date programme, which meets the new Health and Relationships Education statutory requirements set out by the Department of Education.**

In 'SCARF' lessons, the children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. The children are encouraged to play and learn alongside, and then collaboratively with their peers. They may use their personal and social skills to develop or extend these activities. The children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude to others.

Health and Relationship Education will be delivered by the class teacher with the support of the subject leader as necessary. Health and Relationships Education may be delivered using a multi-sensory approach (for students working below the yearly expectation) by a teacher or TA.

Each week, the trust will conduct a health and relationship assembly and we will endeavour to bring in visiting professionals who may provide talks/workshops/first hand experiences to our pupils. Pupils are also given opportunities to join in and contribute to local and national initiatives e.g anti-bullying week, community cohesion projects and fund-raising activities. Pupils may be elected into the school council and be encouraged to express their opinions.

Lastly, we have staff members in our trust who help with pastoral support. These staff members are vital for helping children with their attitudes towards learning and catering for their emotional needs.

## Other opportunities of coverage of Health and Relationships Education within the Huish Academy Trust

### Mental Health and Wellbeing Award

The school has signed up to complete the Mental Health and Wellbeing Award, which is a framework put forward by the Somerset Children and Young people. The Somerset Mental Health and Wellbeing award allows our school to focus and collect evidence that shows that we are integrating health and wellbeing within the ethos, culture, routine life and core business of the school setting. The award sets out key actions that schools can take to embed a whole school approach to promoting emotional health and wellbeing.





### **SHEU Survey (The Schools and Students Health Education Unit)**

The children at the school take part in a mental health and wellbeing survey every two years. The data is given to the school and allows the Health & Relationships lead to act upon the evidence presented.

### **Growth Mindset**

At the beginning of the year, teachers encourage positive attitudes towards learning and these are referred to throughout the year in both lessons and assemblies (conducted by the subject lead) to promote the key characteristics. These are:

- Self confidence
- Self motivation
- Resilience
- Perseverance
- Aspiration
- Reflection

### **ICT**

ICT should be used to promote Health and Relationships Education when it has the potential to drive learning and progress. It is useful to record pupils' learning and performances as they develop, using digital cameras and/or camcorders. Children may also use a video camera or iPad to record these themselves.

Students will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

## **Overview of Sex Education (Year 6)**

The Huish Academy Trust feels that it is important to teach children some aspects of sex education. This is only around human reproduction. Research puts forward that informed children are empowered to make better decisions in the future (Public Health). We feel that by teaching this in year 6, they are better prepared for KS3.

**Detailed below is our provision:**

### **‘How Babies are Made’, ‘How Babies are Born’**

These sessions explain how babies are made within the context of a stable, loving relationship. They show the children how a baby develops in the womb and how a baby is born. This is taught by the teacher. A range of teaching methods are used which include the use of videos, images and discussions.

Materials, which will be used in the school's SRE Programme, can be seen by parents in school on request. The school informs parents when aspects of the sex programme are taught and provides opportunities for parents to discuss the content of the lessons and to view the videos and resources being used. The children will be taught in both single and mixed gender groups as appropriate. A designated teacher will have overall responsibility for the provision of the programme, for monitoring developments within Sex Education and for recommending to governors any amendments that he feels necessary and appropriate.

## Parents right to withdraw from their child learning about Sex Education

Parents do have the right to withdraw their children from the above content in year 6. However, we would ask before doing so, you contact the year 6 teachers to discuss the lesson being taught as more often or not, once a discussion has happened, parents come away feeling better towards the content being taught.

## Dealing with difficult questions

We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.

We believe that children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet. In the age of information, where children have access to tablets, smart phones and the internet, it is essential that we help children to recognise that they are able to ask questions without judgment rather than searching for answers on the internet.

Staff have received training as to how to deal with children's questions age appropriately. Teachers will answer relevant questions openly, honestly, scientifically and factually without relying on their own beliefs. If the question is not relevant or appropriate, teachers may speak 1-1 with the child or with their parent to find a satisfying response. Teachers will not answer personal questions.

## Use of visitors

"Visitors should complement but never substitute or replace planned provision. It is the Health and Relationship co-ordinator's and teacher's responsibility to plan the curriculum and lessons."  
Sex and Relationship Guidance DfEE 0116/2000 P 29 6.11

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education.

## Equal Opportunities

We recognise that we have responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion or whether they are looked after children. As a result Health, Relationships and Sex Education needs to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does teaching need to be sensitive of these needs, it also needs to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Whilst as a Trust, we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe and healthy.

This must include clear, impartial scientific and factual information on matters such as naming their body parts, puberty, menstruation, the variety of family structures, gay marriage, gender identity and gender equality.

## Child Protection/Confidentiality

Teachers need to be aware that effective Health, Relationship and Sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will inform the Head Teacher/Designated Child Protection person in line with the LEA procedures for child protection.

A member of staff cannot promise confidentiality if concerns exist.

## Monitoring and Evaluation

Monitoring is the responsibility of the head teacher, named governor and teacher with responsibility for Health, Relationship and Sex Education.

They will ensure that the SCARF programme is being used by each class in a progressive manner to support our children. The teachers will be asked to feedback the impact of the SCARF programme to ensure that we regularly review how best to deliver the Health, Relationships and Sex Education programme. Teachers may feel that it is suitable to put a sample of evidence into their floor books such as pictures or written comments/work from the children.

The subject lead will monitor assemblies to ensure that children are receiving impactful health and relationships sessions. Furthermore, the Subject Lead will ensure that the wellbeing audit set up by the Somerset Public Health organisation is up to date to ensure that our provision is of a high standard. The Subject Lead will also ensure that annual LifeBus sessions are monitored and impactful to the children to ensure money allocated to this subject is spent wisely.

When year 6 have their Sex Education sessions, the lead will help with any resources and will seek feedback from teachers to enhance our provision further for the following year.

**This policy document will be available to Parents via our website, app or via requesting a paper copy from the school office.**