



East Midlands
Education Trust



Relationships & Sex Education and Physical Health & Mental Well-being Policy

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1 Introduction

- 1.1 The Trust recognises the need to create a happy and successful adult life that pupils need to have the self-confidence to make informed decisions about their wellbeing, health and relationships. RSE is about giving pupils the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health Education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. It is also important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.
- 1.2 From September 2020, new government guidance introduced statutory elements within the curriculum including Relationship Education, Relationship and Sex Education and Health Education. <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- 1.3 Under the Equality Act 2010, we have a responsibility to ensure the best for all pupils at our schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. The Trust may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.
- 1.4 The Trust is aware of the need to be mindful of and respectful to a wide variety of faith and cultural beliefs across its schools. We believe that our pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of others.
- 1.5 This policy has been developed in consultation with stakeholders, to ensure it meets the needs of the community.

2 Aims and objectives

- 2.1 Through the delivery of high quality, evidence-based and age-appropriate RSE, Relationship & Health Education, our schools aim to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support.
By the end of their education, the Trust hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

3 Definition of Relationships and Sex Education (RSE)

- 3.1 RSE is lifelong learning about physical, sexual, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that gives pupils the confidence to make sound decisions when facing risks and other challenges. It includes teaching about friendship, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship.
- 3.2 RSE does **not** encourage early sexual experimentation. It teaches pupils to understand human sexuality and to respect themselves and others, to build self-esteem and understand the reasons for delaying sexual activity so that they can develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 3.3 RSE outlines different types of committed, stable relationships, the characteristics and legal status of other types of long-term relationships, the importance of marriage as a relationship choice and why it must be freely entered into, how relationships might contribute to human happiness and their importance for raising children, as well as highlighting the roles and responsibilities of parents with respect to raising children, characteristics of successful parenting and how to judge when relationships have become unsafe as well as seek help or advice and report concerns about others.

4 Roles and responsibilities

- 4.1 All members of the Trust community are expected to follow this policy. Local governing bodies will monitor the application and implementation of the policy within their school. Head Teachers will ensure staff are supported to ensure delivery of RSE is well-led, effectively managed and well planned across various subjects. The Head Teacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately.
- 4.2 School leaders will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.
- 4.3 Teachers of RSE, Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.
- 4.4 If a pupil approaches a member of staff with an issue they feel unable to deal with alone, they will take this concern to their line manager.

- 4.5 Our schools endeavour to build positive and supporting relationships with parents through mutual understanding, cooperation and trust. Parents are expected to share the responsibility of sex education and support their children’s personal, social and emotional development through discussion and engagement in the home environment. Parents can seek additional support where they feel it is needed.
- 4.6 Pupils are expected to take RSE, Relationships & Health Education seriously. Pupils are expected to listen, to considerate other pupils’ feelings and beliefs, comply with class-set confidentiality rules and support one another with issues that arise during lessons. Pupils who fail to follow these standards of behaviour will be dealt with under the Trust’s Behaviour policy.

5 Delivery of RSE and Relationships Education

- 5.1 RSE will be delivered in a non-judgmental, factual way allowing scope for pupils to ask questions in a safe environment. Lessons will be tailored to meet the specific needs of the pupils in the class. Classes will explore different attitudes, values and social labels, and develop skills that will enable pupils to make informed decisions regarding sex and relationships, as well as being able to differentiate between fact, opinion and belief and an understanding of the law on various topics.
- 5.2 Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn’t acceptable language to use.
- 5.3 **Primaries** - Relationships Education will be delivered in class. Schools understand that children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Staff will use teaching methods to take account of this (*Appendix A* – Synopsis of Relationship and Sex Education Programme for EYFS and Key stages 1 and 2.)

6 Curriculum and outcomes: Relationships and sex Education

- 6.1 By the end of their primary education the school expects pupils to know the information set out in *Appendix A*. We recognise that primary-age pupils may ask their teachers or other adults questions relating to sex or sexuality which go beyond the designed RSE or Relationship Education curriculum.

7 Curriculum and outcomes: Physical health and mental well-being

- 7.1 Our schools promote pupils' health and wellbeing by encouraging self-control, their ability to self-regulate and strategies for doing so. This will help pupils become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.
- 7.2 By the end of their primary education, the Trust expects pupils to know the information set out in *Appendix B*.

8 Pupils with special educational needs and/or disabilities

- 8.1 The Trust will endeavour to ensure that RSE, Relationships Education and Health Education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, Relationships Education and Health Education may be particularly important for such pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

9 Right to request withdrawal from sex education

- 9.1 The Trust hopes that parents understand and feel comfortable with the importance of the education provided in this policy.
- 9.2 Parents of children in primary schools have the right to withdraw their child from sex education and should state this in writing to the school's Head Teacher. Parents of children in secondary schools have the right to request that their child be withdrawn from some or all of the sex education aspects of RSE.
- 9.3 Before withdrawing or making a request, the Trust strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw the child from Relationships or Health Education or the elements on human growth and reproduction which fall under the National or Science curriculum.

- 9.4 Any parent wishing to withdraw their child from sex education in a secondary school should put their request in writing by completing the form provided in Appendix E and sending this to the Head Teacher. The school will arrange a meeting with parents to discuss their concerns, after which, except in exceptional circumstances, the school will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms
- 9.5 If a pupil is excused from sex education the school will ensure that they receive appropriate, purposeful education during the period of withdrawal.

10 Confidentiality and Child Protection

- 10.1 The Trust hopes to 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. All teachers will receive training around confidentiality and should ensure that pupils understand that they cannot offer unconditional confidentiality. If a child protection issue is disclosed to a member of staff, that member of staff should follow the Trust's Child Protection and Safeguarding procedures.
- 10.2 If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexual intercourse, the teacher should:
- ensure that the pupil is accessing all the contraceptive and sexual health advice available and understands the risks of being sexually active;
 - encourage the pupil to talk to their parent or carer. Pupils may feel that they are more comfortable bringing these issues to a teacher they trust, but it is important that children and their parents have open and trusting relationships when it comes to sexual health and the academy will encourage this as much as possible;
 - decide whether there is a child protection issue. This may be the case if the teacher is concerned that there is coercion or abuse involved. If a member of staff is informed that a pupil under 13 is having, or is contemplating having sexual intercourse, this will be dealt with under child protection procedures.
- 10.3 Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Lead to decide what is in the best interest of the child.

11 Equal Opportunities

- 11.1 RSE, Relationships Education and Health Education will be delivered equally to both genders, normally in mixed classes. There are, however, certain topics that may be delivered in single sex groupings e.g. menstruation and personal hygiene.
- 11.2 The Trust has a commitment to ensure that RSE, Relationships Education and Health Education is relevant to all pupils and is taught in a way that is age and stage appropriate. Pupils are encouraged to openly and freely discuss 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 swiftly and seriously in accordance with the Trust's behaviour policy.

12 Complaints

- 12.1 If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher, in accordance with the Trust's complaints policy.

Appendix A – (Primary) Synopsis of Relationship and Sex Education Programme

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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. • about different types of bullying (including cyberbullying), the

	<p>impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix B- Health Education Primary stage curriculum and outcomes

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to inschool if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix C- Health Education Programme at Mornington Y1-6

Mornington Primary School

We deliver most of the RSE curriculum via PSHE (Personal Social and Health Education.) Some aspects are linked to other curriculum areas such as science. Our PSHE scheme is called '1 Decision' and we have allocated the units across Years 1 – 6.

Allocation of units '1 Decision'

		Units of study					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Y1/2 Cycle A		Keeping/Staying safe Road safety, Leaning out of windows, Staying safe and Tying shoelaces		Our World Growing in our world, Living in our world and Working in our world	Keeping/Staying healthy Washing hands, Healthy eating, Medicine and Brushing teeth	Hazard Watch Keeping safe at home and in the community	
Y1/2 Cycle B		Computer safety – Online bullying, Computer Safety, Documentary and Image Sharing	Feelings and emotions Jealousy, Worry and Anger		Relationships Friendship, Bullying, Body language and Touch.	Being responsible Water spillage, Practice makes perfect and Helping someone in need.	
Y 3/4 Cycle A	The working world Chores at home	Keeping/Staying safe Water safety, Cycle safety, Peer pressure	Computer safety Making friends online		Feelings and emotions Grief	Being responsible Stealing, Coming home on time	
Y 3/4 Cycle B	Growing and Changing Appropriate touch	Computer Safety Online Bullying	Our World Looking after our world		Understanding the difference and similarities between male and female using agreed vocabulary	Feelings and emotions Jealousy	
Y 5/6 Cycle A		Computer safety Image sharing, Adult and children's views	Keeping/Staying healthy Smoking, Adults and children's views, Alcohol	Being responsible Looking out for others, Adults' and children's views	A World without judgement Breaking down barriers, Inclusion and acceptance, Adults' and children's views, British values	Relationships Y5 – Puberty Y6 - Conception	
Y 5/6 Cycle B	Feelings and emotions Anger, Worry, Adults' and children's views	Computer safety Making friends online		Being responsible Stealing, Adults' and children's views	The Working World Enterprise, Adults' and children's views, In-app purchases	Relationships Y5 – Puberty Y6 - Conception	

Personal, Social and Emotional Development

EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Appendix E – Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			