



HCAT Relationship, Health & Sex Education policy 2021

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

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

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 their 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 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 care 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.

In addition to the content taught at Primary School, 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 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. 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.

RSE DRAFT

Primary Education

Families and people who care for me	<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.
Caring friendships	<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.
Respectful relationships	<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.
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.

	<ul style="list-style-type: none"> • 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.

Secondary Education

Families	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p>PSHE</p> <p>Y7 Being me in my world Relationships Changing me</p> <p>Y8 Being me in my world Relationships Changing me</p> <p>Y9</p>
-----------------	---	---

	<ul style="list-style-type: none"> • 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. 	<p>Relationships Being me in my world Y10 Being me in my world Relationships Changing me Y11 Being me in my world Dreams and goals Relationships</p> <p>RE Y10 RE GCSE AQA Specification A Thematic Studies – Relationships and Families</p>
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • 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). 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p>Physical Education Years 7-11 core PE</p> <p>Drama Years 7-8</p> <p>BTEC SPORT Key skills delivered throughout the qualification years 9-11</p> <p>BTEC Dance and Drama Key skills delivered in years 9-11</p> <p>RE Y7 Unit 7.4: Diversity, Respect and Understanding</p> <p>Y9</p>

	<ul style="list-style-type: none"> • 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. 	<p>Unit 9.2: Rights and Responsibilities</p> <p>Y10 RE GCSE AQA Specification A Thematic Studies – Relationships and Families</p> <p>Thematic Studies – Religion and Life</p> <p>Thematic Studies – Crime and Punishment</p> <p>Thematic Studies – Peace and Conflict</p> <p>PSHE</p> <p>Y7 Being me in my world Celebrating difference Relationships Changing me Dreams and goals</p> <p>Y8 Being me in my world Celebrating difference Relationships Changing me Dreams and goals</p> <p>Y9 Being me in my world Celebrating difference Relationships Changing me Dreams and goals</p> <p>Y10 Being me in my world Celebrating difference Relationships</p>
--	---	---

		Changing me Dreams and goals Y11 Being me in my world Dreams and goals Healthy me Relationships
Online and media	Pupils should know <ul style="list-style-type: none"> • 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. PSHE Y7 Being me in my world Relationships Changing me Y8 Dreams and goals Relationships Changing me Y9 Celebrating difference Relationships Y10 Being safe in my world Dreams and goals Relationships Changing me Y11 Being me in my world Dreams and goals

<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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). 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <hr/> <p>RE Y10 GCSE AQA Specification A Thematic Studies – Relationships and Families</p> <p>PSHE Y7 Relationships Changing me</p> <p>Y8 Relationships Changing me</p> <p>Y9 Being me in my world Relationships</p> <p>Y10 Celebrating difference Relationships</p> <p>Y11 Being me in my world</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <hr/> <p>RE Y10 GCSE AQA Specification A. Thematic Studies – Relationships and Families</p> <p>Thematic Studies – Religion and Life</p> <hr/> <p>PSHE Y7 Being me in my world Relationships</p>

	<ul style="list-style-type: none"> • 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. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. 	<p>Changing me Dreams and goals Y8 Being me in my world Relationships Changing me Y9 Being me in my world Celebrating difference Dreams and goals Relationships Y10 Being me in my world Dreams and goals Relationships Changing me Y11 Healthy me Relationships</p>
<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p><u>PSHE</u></p>

- that happiness is linked to being connected to others.
- How to recognise the early signs of mental wellbeing concerns.
- common types of mental ill health (e.g. anxiety and depression).
- how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
- the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Y7

Being Me in My World
 Celebrating Difference
 Dreams and Goals
 Healthy Me
 Relationships
 Changing Me

Y8

Being Me in My World
 Celebrating Difference
 Dreams and Goals
 Healthy Me
 Relationships
 Changing Me

Y9

Being Me in My World
 Celebrating Difference
 Dreams and Goals
 Healthy Me
 Relationships

Y10

Changing Me Being Me in My World
 Celebrating Difference
 Dreams and Goals
 Healthy Me
 Relationships

Y11

Dreams and Goals
 Healthy Me
 Relationships

RSE Draft

<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p>PSHE</p> <p>Y7 Being Me in My World Dreams and Goals Relationships Changing Me</p> <p>Y8 Dreams and Goals Relationships Changing Me</p> <p>Y9 Being Me in My World Celebrating Difference Dreams and Goals Relationships Changing Me Being</p> <p>Y10 Me in My World Celebrating Difference Dreams and Goals Relationships Changing Me Being</p> <p>Y11 Me in My World Relationships</p>

<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. about the science relating to blood, organ and stem cell donation. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p><u>PSHE</u> Y7 Healthy Me Changing Me</p> <p>Y8 Celebrating Difference Healthy Me</p> <p>Y9 Healthy Me Changing Me</p> <p>Y10 Celebrating Difference Dreams and Goals Healthy Me</p> <p>Y11 Dreams and Goals</p>
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p><u>PSHE</u> Y8 Healthy Me</p> <p>Y10 Dreams and Goals</p>

<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p><u>PSHE</u> Y7 Healthy Me</p> <p>Y8 Healthy Me Changing Me</p> <p>Y9 Being Me in My World Healthy Me</p> <p>Y10 Healthy Me</p> <p>Y11 Me in My World</p>
<p>Health and prevention</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening. • the facts and science relating to immunisation and vaccination. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p><u>PSHE</u> Y7 Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me</p> <p>Y8</p>

	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. 	<p>Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me</p> <p>Y9 Healthy Me Changing Me</p> <p>Y10 Dreams and Goals Healthy Me</p> <p>Y11 Dreams and Goals Healthy Me</p>
<p>Basic first aid</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> basic treatment for common injuries. life-saving skills, including how to administer CPR.15 the purpose of defibrillators and when one might be needed. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p><u>PSHE</u> Y7 Dreams and Goals</p> <p>Y9 Healthy Me</p> <p>Y11 Me in My World</p>

<p>Changing adolescent body</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health. 	<p>This will be covered in the following areas of the curriculum or other programmes of delivery.</p> <p>PSHE Y7 Changing Me</p> <p>Y9 Changing Me</p> <p>Y10 Changing Me Being</p>
--	---	---

Working with parents/carers

The 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 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 individuals school's internal reporting systems, if concerns or disclosure are made during their visit.

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 ensure there is a full the coverage of the relationship and sex education curriculum. In addition to this a needs analysis will be carried out regularly to ensure the specific needs of the children and community are taken into consideration.

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 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.

The role of the Headteacher and Governing Body

It is the responsibility of the Governors to ensure that as well as fulfilling their legal obligation, the governing body 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. One example of this would be if the Headteacher believed that removing a child with SEN would put the child at increased risk.

It must be noted, that there is no right to withdraw pupils of any age from the science curriculum containing human development, including reproduction.

Please see Appendix A

Training and support for staff

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided, when necessary.

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, governors, teacher 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.

Governors 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.

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.

Appendix A: 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	