

Whitkirk Primary School

Relationships and Health Education Policy (RHE)

'Be the best that we can be'

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Statement of intent

At Whitkirk Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary- aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence- based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002*
- Children and Social Work Act 2017*
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019*
- Equality Act 2010*
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'*
- DfE (2013) 'Science programmes of study: key stages 1 and 2'*

1.2. This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy*
- Behavioural Policy*
- SEND Policy*
- Anti-Bullying Policy*
- Online Safety Policy*
- Equality Policy and Statement*

2. Roles and responsibilities

2.1. The governing body is responsible for:

- *Ensuring this policy, and other relevant policies are implemented.*
- *Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.*

2.2. The headteacher is responsible for:

- *The overall implementation of this policy.*
- *Ensuring staff are suitably trained to deliver the subjects.*
- *Ensuring that parents are fully informed of this policy.*
- *Reviewing requests from parents to withdraw their children from the subjects.*
- *Discussing requests for withdrawal with parents.*
- *Organising alternative education for pupils, where necessary, that is appropriate and purposeful.*
- *Reporting to the governing body on the effectiveness of this policy.*
- *Reviewing this policy on an annual basis.*

2.3. The PSHE leader, under direction of the Curriculum Leader is responsible for:

- *Overseeing the delivery of the subjects.*
- *Ensuring the subjects are age-appropriate and high-quality.*
- *Ensuring teachers are provided with adequate resources to support teaching of the subjects.*
- *Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.*
- *Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils, alongside the SENDCo.*

- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and reporting to the headteacher.
- Consulting with parents on any changes to this policy or the curriculum.

2.4. Teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements, using agreed planning and resources.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENDCo to identify and respond to individual needs of pupils with SEND.
- Working with the PSHE subject leader to evaluate the quality of provision.

2.5. RSE will be delivered by the class teacher or appropriate contracted support, with the teacher present. This is to ensure that all lessons are delivered sensitively and embed a knowledge of the children and our safeguarding duties are fulfilled. A member of our pastoral team will be present in all non-statutory lessons, and key health lessons in upper KS2.

2.6. The SENDCo is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.

3. Organisation of the curriculum

3.1. Every primary school is required to deliver statutory relationships education and health education.

3.2. For the purpose of this policy, "relationships and sex education" is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality. The coverage also details features that cross into health education.

3.3. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

3.4. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

3.5. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

3.6. The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

3.7. We consult with parents, pupils and staff in the following ways:

- Questionnaires and surveys
- Meetings
- Newsletters and letters with curriculum overviews

3.8. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the PSHE Lead (Miss Emery).
- Emailing office@WPS.RKLT.CO.UK
- Submitting written feedback, handed to the office marked 'for the attention of the PSHE leader'

3.9. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

3.10. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

4. Consultation with parents

4.1. The school understands the important role parents play in enhancing their children's understanding of relationships, sex and health. Similarly, we also understand how important parents' views are in shaping the curriculum.

4.2. The school works closely with parents by establishing open communication – all parents are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.

4.3. Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

4.4. The school aims to build positive relationships with parents by inviting them to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

4.5. Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

5. Relationships and health education overview

Below details that statutory curriculum content within the RSE curriculum

Families and people who care for me

5.1. By the end of primary school, pupils will know:

- That families are important for them 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 marriage or civil partnership 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.

Caring friendships

5.2. By the end of primary school, pupils will 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, but 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.*
- *How to manage conflict.*
- *How to manage different situations and how to seek help from others if needed.*

Respectful relationships

5.3. By the end of primary school, pupils will know:

- *The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.*
- *Which 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 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 the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.*
- *What a stereotype is, and how they can be unfair, negative or destructive.*
- *The importance of permission-seeking and giving in relationships with friends, peers and adults.*

Online relationships

5.4. By the end of primary school, pupils will know:

- *That people sometimes behave differently online, including 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, even when we are anonymous.*
- *The rules and principles for keeping safe online.*
- *How to recognise harmful content and contact online, and how to report these.*

- *How to critically consider their online friendships and sources of information.*
- *The risks associated with people they have never met.*
- *How information and data is shared and used online.*

Being safe

5.5. By the end of primary school, pupils will 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.*
- *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) who 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 and 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 seek advice, for example, from their family, their school and other sources.*

Changing adolescent body

5.6. *By the end of primary school, pupils will know:*

- *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 and key facts relating to the menstrual cycle.*

6. *Relationships and Sex education per year group*

6.1. *The school is free to determine, within the statutory curriculum content outlined in section 5, what pupils are taught during each year group.*

6.2. *The school always considers the age and development of pupils when deciding what will be taught in each year group.*

6.3. *The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.*

6.4. *All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.*

6.5. *The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.*

6.6. *At our school, we teach pupils sex education beyond what is required of the science curriculum. This is in order to ensure our young people feel empowered to ask questions to trusted adults and can find information from reliable and informative sources.*

6.7. *Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 3 and section 4 of this policy.*

6.8. Parents are given the opportunity to discuss what should be taught through sex education.

6.9. The age and development of pupils is always considered when delivering sex education.

6.10. To support the delivery of a high quality curriculum, the school uses the 'You, Me and PSHE' scheme. This is a preventative curriculum, meaning that key concepts are taught before a child may have experienced these things. This means that they are informed, supported and have the vocabulary to discuss their experiences. This has been tailored to meet the needs of Fountain Primary pupils.

6.11. The scheme as taught in school covers the following in terms of RSE. There are three key elements: Relationships, Sex and Health.

6.12. Items in blue are part of the Sex Education Curriculum, and parents have the right to withdraw their children from this portion of the curriculum.

6.13. Items in green are part of the Health curriculum. Pupils can not withdraw from these sessions, but parents are welcome to contact the class teacher or PSHE leader if they have concerns or would like further information.

6.14. Throughout the RSE curriculum, we will use shared scientific vocabulary for all body parts. This will be consistent from nursery.

6.15. Key vocabulary used: penis, vagina, vulva (used in intimate care and in key lessons where detailed below.)

6.16. EYFS

Pupils learn to play co-operatively, taking turns with others.

Pupils learn to take account of one another's ideas about how to organise their activity.

Pupils learn to show sensitivity to others' needs and feelings. Pupils form positive relationships with adults and other children.

Pupils learn to talk about past and present events in their own lives and in the lives of family members.

Pupils are taught that other children don't always enjoy the same things, and how to be sensitive to this.

Pupils are taught about similarities and differences between themselves and others, and among families, communities and traditions.

School will use scientific names for body parts including penis and vulva.

(Development Matters 2012)

6.14 Year 1

Pupils learn to identify key stages in the human life cycle

Pupils are taught some ways they have changed since they were babies Pupils are taught that all animals including humans start life as babies

Pupils learn that everybody needs to be cared for and ways in which they care for others

Pupils are taught that we all have different needs and require different types of care

Pupils identify ways we show care towards each other and how to give consent for contact (e.g. hugs)

Pupils are taught the links between needs, caring and changes throughout the life cycle .

Pupils learn about different types of family and how their home-life is special

Pupils can describe different types of family including single parent families, same sex parents, adoptive parents and other protected characteristics.

Pupils identify what is special and different about their home life Pupils are taught that families care for each other in a variety of ways.

6.17. Year 2

Pupils learn to understand and respect the differences and similarities between people

Pupils are taught to define difference and similarity

Pupils are taught to understand that boys and girls can do the same tasks and same appearance characteristics and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do certain things.

Pupils learn about the biological differences between male and female animals and their role in the life cycle

Pupils are taught that female mammals give birth and nurse their young Pupils are taught to describe the biological differences between male and female

Pupils identify and biological terms for male and female reproductive organs (penis, vulva, vagina)

6.18. Year 3

Pupils learn about the way we grow and change throughout the human lifecycle

Pupils identify changes throughout the human life cycle Pupils are taught that change is ongoing.

Pupils are taught that change is individual

Pupils identify key changes in puberty, including menstruation and wet dreams.

6.19. Year 4

Pupils learn about the physical changes associated with puberty Pupils are taught to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults (spots, sweating, voices changing.)

Pupils are taught that everyone's experience of puberty is different and that it begins and ends at different times

Pupils further develop their understanding of menstruation and wet dreams, and learn how to ask questions about these topics.

Pupils learn about the impact of puberty on physical hygiene and strategies for managing this

Pupils are taught to explain how these changes at puberty affect body hygiene

Pupils are taught to describe how to care for their bodies during puberty

Pupils learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty

Pupils are taught to describe how feelings and behaviour change during puberty

Pupils are taught to devise strategies for managing these changes

Pupils are taught how changes during puberty can affect relationships with other people

6.20. Year 5

Pupils learn about the changes that occur during puberty

Pupils are taught that puberty is individual and can occur any time between 8-17

Pupils identify the physical, emotional and behavioural changes that occur during puberty for both males and females (including hair growth, wet-dreams and menstruation)

Pupils are taught how to manage their own personal hygiene in relation to puberty, including effective methods for managing menstruation and wet dreams

Pupils learn strategies to deal with feelings in the context of relationships

Pupils are taught to identify feelings and understand how they affect behaviour

Pupils practise strategies for managing relationships and changes during puberty

Pupils are taught to empathise with other people's feelings in relationships, including parents and carers.

Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils are taught how our attitudes and values about gender and sexuality

may be affected by factors such as religion and culture, and how to respect that these can be different to our own understanding.

Pupils are taught to recognise and challenge gender stereotypes

Pupils are taught how media messages affect attitudes, can cause inequality of opportunity and affect behaviour.

Pupils will learn about influences on body image

6.21. Year 6

Pupils learn about human reproduction in the context of the human lifecycle

Pupils are taught that sexuality is expressed in a variety of ways between consenting adults.

Pupils are taught to describe how babies are made and explain how sexual intercourse is related to conception

Pupils name the male and female sex cells and reproductive organs

Pupils learn how a baby is made and grows (conception and pregnancy)

Pupils are taught the male and female body parts associated with conception and pregnancy

Pupils are taught to define conception and understand the importance of implantation in the womb

Pupils are taught what pregnancy is, where it occurs and how long it takes

Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils identify positive qualities and expectations from a variety of relationships

Pupils explain the similarities and differences between different types of relationships

Pupils describe that there are different types of different types of relationships, including marriage

7. Delivery of the curriculum

7.1. The relationships, sex and health curriculum will be delivered as part of our PSHE curriculum.

7.2. Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.*
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.*
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.*

7.3. The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

7.4. Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

7.5. LGBTQ+ content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a standalone unit or lesson. This is acknowledged through discussions about different families from EYFS.

7.6. The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

7.7. Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils' needs.

7.8. Classes will usually be taught in mixed gender groups, however may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

7.9. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

7.10. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

7.11. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's Online Safety Policy.

7.12. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.

7.13. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the pupil's age.

7.14. The programme is designed to focus on boys as much as girls, and activities will be planned to ensure both are actively involved, matching their different learning styles.

7.15. Teachers will focus heavily on the importance of healthy and committed relationships, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.

7.16. Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

7.17. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.

7.18. Any resources or materials used to support learning will be formally assessed by the PSHE subject leader and Curriculum Leader before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.

7.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

7.20. Each year before delivery of this programme, parents will be consulted, and their views will be valued.

8. Working with external experts

8.1. External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

8.2. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum.

8.3. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

8.4. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

8.5. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

8.6. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

8.7. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

9. Equality and accessibility

9.1. The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment

9.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

9.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.

9.4. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

9.5. Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.

9.6. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

9.7. In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

9.8. Our Haven team can offer earlier content coverage and revisiting upon specific needs and wishes of the family. This can be requested via emailing office@WPS.RKLT.CO.UK or calling school and asking to speak our pastoral team.

10. Curriculum links

10.1. The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

10.2. Relationships, sex and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- *Computing and ICT – pupils learn about online safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.*
- *PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.*
- *British Values – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.*
- *PSHE – pupils learn about respect and difference, values and characteristics of individuals. They learn about ways to manage their own mental health and wellbeing.*

11. Withdrawing from the subjects

11.1. Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

11.2. As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

11.3. To ensure parents can make an informed decision, any non-statutory RHE session plans will be shared with parents prior to teaching. This will ensure time for reflection and discussion with families.

11.4. The headteacher will automatically grant withdrawal requests in accordance with point 12.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

11.5. The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

11.6. The headteacher will keep a record of the discussion between themselves, the pupil and the parent on school's CPOMS system.

11.7. The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

11.8. The parent will be informed in writing of the headteacher's decision.

11.9. Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education. This will take the form of additional health or relationships education, and be supervised by our Haven team.

12. Behaviour

12.1. The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

12.2. Any bullying incidents caused as a result of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

12.3. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

12.4. These incidents will be dealt with following the processes in our Behaviour Policy and Anti-Bullying Policy.

13. Staff training

13.1. All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship, sex and health education programme and associated issues.

13.2. Members of staff responsible for teaching the subjects will undergo further training on a yearly basis, led by the PSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

13.3. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'sexting', which may need to be addressed in relation to the programme.

14. Confidentiality

14.1. Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

14.2. Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

14.3. Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

14.4. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to a DSO and handled in accordance with the Child Protection and Safeguarding Policy.

15. Monitoring quality

15.1. The PSHE subject leader, with support from the curriculum leader, is responsible for monitoring the quality of teaching and learning for the subjects.

15.3. The PSHE subject leader will create annual subject reports for the headteacher and governing body to report on the quality of the subjects.

15.4. The PSHE subject leader will work regularly and consistently with the headteacher and link governor, e.g. through review meetings, to evaluate the effectiveness of the subjects and implement any changes.

16. Monitoring and review

16.1. This policy will be reviewed on an annual basis by the PSHE subject leader and headteacher. The next scheduled review date for this policy is June 2023.

16.2. This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

16.3. The governing body is responsible for approving this policy.

16.4. Any changes made to this policy will be completed in consultation with, and communicated to all staff, parents and, where necessary, pupils.