

# The Canterbury Academy Trust

## Schools for all the Talents



Name of policy:	Relationships Education, Relationships and Sex Education (SRE) and Health Education Policy
Document owner:	Mrs A Banbery, Mr J Brooke and Mrs B Wilson and Mrs L Winslow
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Additional notes:	Parents to be consulted on this policy through the parents' forum and must be available via the school website  Parents – If you have comments please email <a href="mailto:clerk@canterbury.kent.sch.uk">clerk@canterbury.kent.sch.uk</a>
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# **The Canterbury Academy Trust** **Relationships Education, Relationships & Sex Education (RSE)** **& Health Education**

## **The Canterbury Primary School**

At The Canterbury Primary School, the Relationships Education, Relationships & Sex Education (RSE) and Health Education Policy is regarded as an integral part of our PSHE, Citizenship and Science curriculum. Our approach and course of study aim to embrace all our children, equipping them with the appropriate knowledge at the right stage and time, in relation to their age and maturity. Children should learn respect for their own bodies and other people's, thus being able to make choices based on accurate understanding. The curriculum is designed to provide children with the skills to make and develop meaningful relationships in all walks of their life. We endeavour to guide them in developing caring and responsible attitudes towards each other, particularly in understanding and respecting the needs of others.

We wish to work together in partnership with parents/carers to support and help our children to understand themselves, so enabling them to develop as responsible adults capable of formulating their own moral code of behaviour.

Our policy aims to respond to the diversity of children's cultures, faiths and family backgrounds.

### **Organisation**

Sex and Relationships Education is taught as part of PSHE, RE and Science. The class teacher is responsible for delivering the curriculum; the PSHE coordinator is responsible for monitoring the planning of PSHE, including SRE and implementation of the policy. Classes will usually be mixed but, in KS2, there will be occasions when the children will be taught in single-sex classes. Teachers will encourage outside agencies to provide expert active/input into the SRE curriculum. We implement the PSHE Association programme of study and will refer to the SEAL programme to develop many key relationships and managing own behaviour concepts with children from the Foundation Stage to Year 6. Every Term has a PSHE overarching theme which runs through whole school and year group/class assemblies. Each year group has a word of the term which links to the PSHE theme.

### **Answering difficult questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection member of staff if they are concerned.

### **Parental Involvement**

Parent/carer awareness sessions will be held so parents can see the resources used when teaching their children. Parent/carers have the right to withdraw their children from the non-statutory SRE sessions (except sessions covering the requirements of the science national curriculum).

## **Appendix**

The following statements are offered as illustration of learning outcomes for SRE for each key stage. They give a basis for planning work to develop knowledge and understanding, values and attitudes and personal skills in SRE. They draw on DfES and other guidance on SRE and they reflect elements of the non-statutory framework for PSHE. Those statements marked with an asterisk (\*) are part of the National Curriculum statutory requirements.

### **EARLY YEARS FOUNDATION STAGE**

- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. \*
- Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. \*
- Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. \*
- Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. \*
- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. \*
- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. \*

#### **Pupils should be taught to:**

Work and play cooperatively and take turns with others;  
Form positive attachments to adults and friendships with peers;  
Show sensitivity to their own and to others' needs.

### **YEARS 1 AND 2**

#### **Pupils will be able to:**

- identify and share their feelings with others.
- recognise safe and unsafe situations.
- identify and be able to talk with someone they trust.
- be aware that their feelings and actions have an impact on others.
- make a friend, talk with them and share feelings.
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk.

**Pupils will know and understand:**

- the basic rules for keeping themselves safe and healthy.
- safe places to play and safe people to be with.
- the needs of babies and young people.
- ways in which they are like and different from others.
- that they have some control over their actions and bodies.
- why families are special for caring and sharing.

**Pupils should be taught to:**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense \*Y1
- notice that animals, including humans, have offspring which grow into adults\* Y2
- Find out about and describe the basic needs of animals (including humans) for survival (water, food and air) \*Y2
- Describe the importance of humans to exercise, eating the right amounts of different types of foods, and hygiene.

**Pupils will have considered:**

- why families are special.
- the similarities and differences between people.
- how their feelings and actions have an impact on other people.

**YEARS 3, 4, 5 AND 6****Pupils will be able to:**

- express opinions, for example, about relationships and bullying.
- listen to, and support others.
- respect other people's viewpoints and beliefs.
- recognise their changing emotions with friends and family and be able to express their feelings positively.
- identify adults they can trust and who they can ask for help.
- be self-confident in a wide range of new situations, such as seeking new friends.
- form opinions that they can articulate to a variety of audiences.
- recognise their own worth and identify positive things about themselves.
- balance the stresses of life in order to promote both their own mental health and well-being and that of others.
- see things from other people's viewpoints, for example their parents and their carers
- discuss moral questions.
- listen to, support their friends and manage friendship problems.
- recognise and challenge stereotypes, for example in relation to gender.
- recognise the pressure of unwanted physical contact, and know ways of resisting it.

**Pupils will know and understand:**

- that safe routines can stop the spread of viruses including HIV.
- about the physical changes that take place at puberty, why they happen and how to manage them.
- the many relationships in which they are all involved.
- where individual families and groups can find help.
- how the media impact on forming attitudes.
- about keeping themselves safe when involved with risky activities.

- that their actions have consequences and be able to anticipate the results of them.
- about different forms of bullying people and the feelings of both bullies and victims.
- why being different can provoke bullying and know why this is unacceptable.
- about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together.

**Pupils should be taught to:**

- Identify that animals, (including humans) need the right amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat \*Y3
- describe the life process of reproduction in some plants and animals \* Y5
- describe the changes as humans develop to old age \* Y5
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents \*Y6

**Pupils will have considered:**

- the diversity of lifestyles.
- others' points of view, including their parents' or carers.
- why being different can provoke bullying and why this is unacceptable.
- when it is appropriate to take a risk and when to say no and seek help.
- the diversity of values and customs in the school and in the community.
- the need for trust and love in established relationship.

## The Canterbury Academy

The objective of the Sex & Relationship policy is to support young people through their physical, emotional and moral development. This will enable young people to develop their confidence when talking, listening and thinking about sex and relationships. It will also make a significant contribution to, and be informed by, the needs of the Relationships and Sex Education framework. agenda.

### Aims

To help and support young people through their physical, emotional and moral development. To help young people learn to respect themselves and others.

To help young people move with confidence from childhood through adolescence into adulthood.

### Objectives

<b>Families</b>	Pupils should know <ul style="list-style-type: none"><li>• that there are different types of committed, stable relationships.</li><li>• how these relationships might contribute to human happiness and their importance for bringing up children.</li><li>• 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.</li><li>• why marriage is an important relationship choice for many couples and why it must be freely entered into.</li><li>• the characteristics and legal status of other types of long-term relationships.</li><li>• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li><li>• 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</li></ul>
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	<p>this in others' relationships); and, how to seek help or advice, including reporting</p>
<p><b>Respectful relationships, including friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>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</li> </ul>
	<ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>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).</li> <li>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.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act</li> </ul>
<p><b>Online and media</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>• what to do and where to get support to report material or manage issues online.</li> <li>• the impact of viewing harmful content.</li> <li>• 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.</li> <li>• that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>• how information and data is generated, collected, shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• the 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.</li> <li>• 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).</li> </ul>
<b>Intimate and sexual relationships, including sexual health</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>



	<ul style="list-style-type: none"> <li>• the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>• that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</li> <li>• that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>• the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>• the facts around pregnancy including miscarriage.</li> <li>• 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).</li> <li>• 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.</li> <li>• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>• how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</li> </ul>
<p><b>The Law</b></p>	<p>It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young</p>

	<p>people and which ensure young people take responsibility for their actions.</p> <p>Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:</p> <ul style="list-style-type: none"><li>• marriage</li><li>• consent, including the age of consent</li><li>• violence against women and girls</li><li>• online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)</li><li>• pornography</li><li>• abortion</li><li>• sexuality</li><li>• gender identity</li><li>• substance misuse</li><li>• violence and exploitation by gangs</li><li>• extremism and radicalisation</li><li>• criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</li><li>• hate crime</li><li>• female genital mutilation (FGM)</li></ul>
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## Attitudes & values

- Students will be taught about the nature of marriage and its importance for family life; however, The Board of Directors also accepts there are other forms of strong and mutually supportive relationships outside marriage which students may consider.
- The Board of Directors believes that nothing should be said or done to implicitly or explicitly present the view that single parent families are a concern.
- That love, care, respect, conscience and morality are the important values in any relationship and/or family unit.

It is important parents understand that The Board of Directors believes that there is little point in denying reality. The Board of Director's view is that sex and relationship guidance should be open, honest and explicit with all aspects as legitimate topics of concern and education. Nothing will be prohibited. Where appropriate, students will be referred to relevant health or guidance professionals. School has trained staff to give appropriate support through room The Youth Team, room 40 and the Nurture Room. Students have the opportunity to discuss issues and access a range of health advice and support. In addition to this, students can raise any concerns or issues they have with their support manager.

In the current framework, all members of staff have a professional responsibility to help students understand and come to terms with this most complex aspect of human behaviour and personal growth; the Board of Directors believe that this is also an educational and moral duty. The Board of Directors will support members of staff in discharging this responsibility. If parents feel uncomfortable, uneasy or unhappy with this then they should ask to see the materials used; request a copy of the programme of study; discuss their concerns with a member of the Board of Directors; or, exercise their statutory right to withdraw their child from the Sex and Relationship Programme which is their right under legislation.

### **The Sex and Relationship programme will be delivered at an age appropriate level.**

1. In **Science** by following the national curriculum but adding other more explicit aspects as required.
2. In **RE and the youth team programme** which will consider attitudes and values with personal and social skills.
3. Explicitly in **core learning lessons** on a termly rotation, delivered by senior staff, covering resilience, healthy outcomes, healthy lifestyles and relationships, resolving conflict and mindfulness in Year 7. In Year 8 the focus is on nurturing independence, keeping myself safe and online safety. In Year 9, students look at reducing risky behaviour, sexual health (completing the NCFE CACHE Level 1 award in Sexual Health Awareness), radicalisation and faith, gang awareness The curriculum for Year 10 covers mental health awareness and in Year 11, students focus on their wider understanding of the world and educational progression. In the sixth form, we focus on mental health, healthy sexual relationships and consent.

4. Through a **programme of visiting speakers and health professionals** who will deal with specific issues.
  5. By **referral** to health professionals and trained specialists.
  6. In the broader context of the **NHS**.
- *A copy of the Programme of Study will be available to parents within 14 days of request.*

**The responsibility for this programme rests with the Board of Directors**

The Sex and relationship policy will be reviewed annually in consultation with relevant members of the school community, and then ratified by the Policy committee.

Parents will be invited once a year through a parental forum to comment upon this policy. There will also be a statement informing parents of this policy and their rights on the school Website.

- *This policy has been especially informed by the following documents;*
  - *DfEE Guidance Document on /Sex & Relationship Guidance 0116/2000*
  - *The National Curriculum (Key Stages 3 & 4); Guidelines on Personal, Social and Health Education, pp188-194*
  - *(July 1999) QCA/99/458*
  - *The National Curriculum (Key Stages 3 & 4); Statutory programme of Study for Citizenship, pp183-186*
  - *(July 1999) QCA/99/458*
  - *The National Curriculum (Key Stages 3 & 4); statutory programme of Study for Science and for Physical Education*
  - *(July 1999) QCA/99/458*
  - *DfEE National Healthy School Standard, Getting Started – a guide for schools PP114/D21/39052/0999/53*
  - *DfEE circular 10/95 (protecting Children from Abuse)*
  - *The school will also take advice from Kent County Council PSHE & Citizenship Advisory Service.*
  - *The school has been accepted into the East Kent Healthy Schools Scheme (02/11/2000)*
  - *Policy on Sex and relationship education published by the DFE November 2010 and updated April 2011*
  - *DFE September 2019 (compulsory from September 2020) relationships Education, Relationships and Sex Education RSE) and Health Education statutory guidance for governing bodies, headteacher, leadership teams and teachers*

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-and-sex-education-rse-secondary>