



The Circle Trust Document: **Health, Relationships and Sex Education Policy**

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Approver:	Trustees
Owner:	School Improvement Committee
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	12.5.20	Executive Headteacher	New Document	First release
1.1				
1.2				
1.3				

Purpose of the policy

The primary purpose of this policy is to ensure that children and young people have the knowledge to enable them to make informed decisions about their wellbeing, health and relationships and to build their self-confidence, be safe and well.

1. Introduction

- 1.1. The Circle Trust follows Relationships Education, Relationships and Sex Education and Health statutory guidance [here](#) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.
- 1.2. All primary and secondary pupils in The Circle Trust must be taught Health Education.
- 1.3. Primary pupils in The Circle Trust must be taught Relationships Education. This phase of education focuses on healthy, respectful relationships, family and friendships, in all contexts. This will sit alongside the essential understanding of how to be healthy.
- 1.4. Secondary pupils in The Circle Trust must be taught Relationships and Sex Education. This will build on previously acquired knowledge and develops pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.
- 1.5. Health, Relationship and Sex Education will always be part of a whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school and sit within the context of the school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system. The curriculum on health education will similarly complement, and be supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport and other enrichment activities.
- 1.6. All schools in The Circle Trust Schools will retain the freedom to individually determine an age and developmental appropriate curriculum which meets the needs of young people, which must be developed in consultation with parents.
- 1.7. Although this policy seeks to set out the approach to the delivery of Health, Relationships and Health Education flexibility is important and permissible as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils.

2. The Aims and Objectives of the Health, Relationships and Sex Education Policy

2.1. The Circle Trust will develop this policy to ensure:

- 2.1.1. Clarity regarding statutory responsibility in respect of the delivery of Health, Relationships and Sex Education

- 2.1.2. The knowledge and attributes gained by an appropriate Health, Relationships and Sex Education will support children and young people's wellbeing and help them to become successful and happy adults who make a meaningful contribution to society.

3. The Structure and Administration of the Health, Relationships and Sex Education Policy

3.1. The Trustees have a fundamental role to:

- 3.1.1. Regularly review the Policy approve changes or improvements to key elements of its processes and procedures

3.2. The Local Advisory Board for Primary Schools must:

- 3.2.1. Ensure the compulsory delivery of Relationship Education. This is set out in Section 19 of this policy and in [Annex A for Nine Mile Ride Primary School](#).
- 3.2.2. Ensure the compulsory delivery of Health Education. This is set out in Section 20 of this policy
- 3.2.3. Ensure that the delivery of Health and Relationships Education meets the needs of children and reflects the community they serve
- 3.2.4. Consult Parents in developing and reviewing the delivery of Health and Relationships Education
- 3.2.5. Ensure clear information is provided for Parents on Health and Relationships curriculum content.
- 3.2.6. Sex education is not compulsory in primary schools. Where the school chooses to teach aspects of sex education (which go beyond the national curriculum for science) the Local Advisory Board must consult with parent on what is to be covered. If the Local Advisory Board determine additional content on sex education they must allow parents a right to withdraw their children. The process of withdrawing is set out in Section 5 of this policy and in [Annex A for Nine Mile Ride Primary School](#).
- 3.2.7. Unlike at secondary, in primary schools, Headteachers must comply with a Parent or Carer's wish to withdraw their child from sex education which is beyond the national curriculum for science.

3.3. The Local Advisory Board of Secondary Schools will:

- 3.3.1. Ensure that the delivery of Health and Relationships and Sex Education meets the needs of children and reflects the community they serve
- 3.3.2. Consult Parents in developing and reviewing the delivery of Health, Relationships and Sex Education
- 3.3.3. Ensure information is provided for Parents on Health, Relationships and Sex Education content and the right to request that their child is withdrawn is made clear
- 3.3.4. Ensure the compulsory delivery of Health, Relationships and Sex Education. This is set out in Section 21 of this policy and in [Annex A for Nine Mile Ride Primary School](#).

3.3.5. Ensure the compulsory delivery of Health Education. This is set out in Section 22 of this policy.

3.4. The Executive Headteacher will:

3.4.1. Ensure the compulsory delivery of Health, Relationships and Sex Education in all schools

3.5. The Headteacher will:

3.5.1. Ensure the compulsory delivery of Health, Relationships and Sex Education

3.5.2. Ensure that the teaching of Health, Relationships and Sex Education is appropriately resourced, staffed and timetabled in a way that ensures legal obligations are fulfilled

3.5.3. Information is provided for Parents on the subject content and the right to request that their child is withdrawn is made clear

3.5.4. Before granting a request to withdraw it would be good practice for the Headteacher to discuss the request with Parents and, as appropriate, with the child or young person to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Record the outcome.

3.5.5. Ensure Teachers are appropriately trained including how to handle being asked sensitive questions

4. Consulting Parents

4.1. The Circle Trust is clear that Parents are the prime educators for children on many of these matters. Schools complement and reinforce this role and build on what children and young people learn at home as an important part of delivering a good education.

4.2. The role of Parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

4.3. All schools will work closely with Parents when planning the delivery of Health, Relationships and Sex Education by ensuring that Parents know what will be taught and when.

4.4. When consulting with Parents, schools must provide examples of the resources that they plan to use as this can be reassuring for Parents and enables them to continue the conversations started in class at home.

4.5. Good communication and opportunities for Parents to understand and ask questions about the school's approach help increase confidence.

4.6. Listening and responding to the views of young people will strengthen the policy, ensuring that it meets the needs of all pupils.

5. Right to be excused from Sex Education (commonly referred to as the right to withdraw)

- 5.1. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education.
- 5.2. Before granting any such request the Headteacher may wish to meet to discuss the request with parents and, as appropriate, with the child or young person to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- 5.3. Headteachers will document this process to ensure a record is kept.
- 5.4. Good practice is also likely to include the Headteacher discussing with Parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child or young person. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. Another way of mitigating this potential detrimental effect may be Parents choosing to deliver sex education to their child at home instead.
- 5.5. Once those discussions have taken place, except in exceptional circumstances, the Headteacher will respect the Parents' request to withdraw the child or young person, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However there may be exceptional circumstances where the Headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.
- 5.6. Headteachers will automatically grant a request to withdraw a child from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- 5.7. There is no right to withdraw from Relationships Education or Health Education.

6. The Law

- 6.1. 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.
- 6.2. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils will be made aware of the relevant legal provisions when relevant topics are being taught, including for example:
 - Marriage
 - Consent, including the age of consent

- Violence against other (women, girls, men and boys)
- Online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- Pornography
- Abortion
- Sexuality
- Gender identity
- Substance misuse
- Violence and exploitation by gangs
- Extremism/radicalisation
- Criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- Hate crime
- Female genital mutilation (FGM)

7. Age appropriate

- 7.1. Health, Relationship and Sex Education will always be both age appropriate and developmentally appropriate.
- 7.2. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

8. Safeguarding

- 8.1. At the heart of Health, Relationship and Sex Education is a focus on keeping children and young people safe, and plays an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.
- 8.2. Good practice allows children and young people an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children and young people will be made aware of how to raise their concerns or make a report and how any report will be handled.
- 8.3. This should include processes when they have a concern about a friend or peer.
- 8.4. Where a school invites external agencies in to support delivery of these subjects, they must agree in advance of the session how a safeguarding report should be dealt with by the external visitor. It is important that children understand how confidentiality will be handled in a lesson and what might happen if they choose to make a report.

9. Cross curricular

- 9.1. Health, Relationships and Sex Education, complement and is part of several national curriculum subjects.

- 9.2. There continues to be no right of withdrawal from any part of the national curriculum.
- 9.3. At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.
- 9.4. At key stage 3 and 4, it includes teaching about reproduction in humans; for example, the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation, birth and HIV/AIDS.
- 9.5. The national curriculum for citizenship at key stages 3 and 4 aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster young peoples' awareness and understanding of democracy, government and how laws are made and upheld. Teaching equips young people with the knowledge to explore political and social issues, to weigh evidence, debate and make reasoned arguments. It should also prepare them to take their place in society as responsible citizens, manage their money well and make sound financial decisions.
- 9.6. The national curriculum for computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
- 9.7. The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

10. Equality

- 10.1. All schools are required to comply with relevant requirements of the Equality Act 2010.
- 10.2. Under the provisions of the Equality Act, schools must not unlawfully discriminate against children and young people because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).
- 10.3. Schools will consider what they can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

11. Special Educational Needs and Disability

- 11.1. Health, Relationships and Sex Education must be accessible for all children and young people including those with Special Educational Needs and Disabilities (SEND)
- 11.2. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils for example those with a diagnosis of Autistic Disorder Spectrum.

11.3. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. As set out in the SEND code of practice, when teaching these Health, Relationships and Sex Education to those with SEND schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

12. Religion and belief

12.1. A good understanding of the school community's representation of faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching Health, Relationships and Sex Education and must be taken into account when planning teaching, so that the topics that are appropriately handled.

12.2. All schools may, if they wish, teach about faith perspectives. For example, a school may wish to reflect on faith teachings about certain topics. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

13. Lesbian, Gay, Bisexual and Transgender (LGBT)

13.1. In teaching Health, Relationships and Sex Education, schools should ensure that the needs of all children and young people are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

13.2. Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.

14. Online

14.1. Schools are aware that for many children and young people the distinction between the online world and other aspects of life is less marked than for some adults. Young people especially often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online.

14.2. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.

- 14.3. Some platforms attract large numbers of users with similar, sometimes extreme, views, who do not welcome dissent or debate. Young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. Schools should take these factors into account when planning teaching of these subjects and consider the overlap with their wider curriculum to ensure children and young people know how to keep themselves and their personal information safe.

15. Physical health and mental wellbeing

- 15.1. The aim of teaching physical health and mental wellbeing is to give children and young people the information that they need to make good decisions about their own health and wellbeing.
- 15.2. Physical health and mental wellbeing are interlinked, and it is important that children and young people understand that good physical health contributes to good mental wellbeing, and vice versa.
- 15.3. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.
- 15.4. Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
- 15.5. Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.
- 15.6. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products.

16. Assessment

- 16.1. Schools should have the same high expectations for the quality of pupils' work in Health, Relationships and Sex Education as for other curriculum areas.

- 16.2. Lessons should be planned to ensure that pupils of differing abilities can access the learning. Whilst there is no formal examined assessment for these subjects; written assignments, quizzes and/or self-evaluations (but not limited to) can be used to capture progress.

17. Use of External Expertise and Resources

- 17.1. Working with external organisations can enhance delivery of Health, Relationships and Sex Education by bringing in specialist knowledge and different ways of engaging with children and young people. As with any visitor, schools are responsible for ensuring that they check the visitor or visiting organisation's credentials.
- 17.2. It is important that schools discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils. Schools should ask to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy. Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.
- 17.3. There are many excellent resources available, free of charge, which schools can draw on when delivering these subjects. Schools should assess each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate.
- 17.4. Although not exhaustive the following resources are set out in Department of Education guidance for Health, Relationships and Sex Education:
- 17.4.1. Relationships Education e.g. NSPCC PANTS rule [here](#)
- 17.4.2. Relationships and Sex Education e.g. Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website [here](#), Abuse in relationships: Disrespect NoBody from the Home Office and Government Equalities Office [here](#) Consent: PSHE Association lesson plans from the PSHE association [here](#) LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary [here](#) Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers [here](#)
- 17.4.3. Mental Health e.g. Mental health and emotional wellbeing lesson plans from PSHE Association [here](#) MindEd educational resources on children and young people's mental health [here](#)

- 17.4.4. Online Safety e.g. Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages [here](#) Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting [here](#) Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs [here](#)
- 17.4.5. Personal, Social and Health Education (PSHE) e.g. Association Programme of study for KS1-5
- 17.4.6. Drugs and Alcohol e.g. Mentor-ADEPIS research and briefing [here](#)
- 17.4.7. Extremism and radicalisation e.g. Practical advice and information from Educate against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization [here](#)
- 17.4.8. Curriculum framework for Citizenship KS 1 [here](#)

18. Health Education: Primary Schools

- 18.1. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. This starts with children being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving children the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- 18.2. Children should understand how they can take action to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- 18.3. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- 18.4. Children should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- 18.5. Children should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

18.6. DfE statutory guidance:

By the end of primary school:

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

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

Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.
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19. Relationships Education: Primary Schools

- 19.1. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.
- 19.2. Respect for others should be taught in an age-appropriate way, in terms of understanding one’s own and others’ boundaries in play, in negotiations about space, toys, books, resources and so on. From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.
- 19.3. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils’ lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- 19.4. Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

- 19.5. A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- 19.6. Schools should teach children the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Children should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.
- 19.7. Children will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers must use appropriate strategies to neutrally delay answering questions which they feel may be inappropriate or in an unhelpful context e.g. whole group setting and seek advice and guidance from the Headteacher before providing answers.
- 19.8. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.
- 19.9. Sex education is not compulsory in primary schools. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.
- 19.10. The DfE recommend therefore that all primary schools should have a Relationships Education programme tailored to the age and the physical and emotional maturity of the children. It is for the Local Advisory Board with Headteachers in consultation with parents who will determine what content is delivered as part of a Relationships and Sex education. In determining this Local Advisors and Headteachers should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

19.11. As well as consulting Parents more generally about the school's overall policy, primary schools should consult Parents before the final year of primary school about the detailed content of what will be taught. This process should include offering Parents support in talking to their children about sex education and how to link this with what is being taught in school.

19.12. DfE guidance:

By the end of primary school:

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

	<ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

20. Relationships and Sex Education: Secondary Schools

- 20.1. The aim of Relationships and Sex Education is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.
- 20.2. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what acceptable and unacceptable behaviour in relationships is, this will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.
- 20.3. Effective Relationships and Sex Education does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.
- 20.4. Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment.
- 20.5. Teachers will use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously. Teachers must use appropriate strategies to neutrally delay answering questions which they feel may be inappropriate or in an unhelpful context e.g. whole group setting and seek advice and guidance from the Headteacher before providing answers.
- 20.6. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

- 20.7. As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- 20.8. Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same-sex relationships. This should be integrated appropriately into the programme, rather than addressed separately or in only one lesson.
- 20.9. It is recognised that there will be a range of opinions regarding Relationships and Sex Education. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens. Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs.
- 20.10. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM.
- 20.11. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk.
- 20.12. Schools should also be mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially, the school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.

20.13. Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them. 81. Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours.

20.14. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships.

20.15. DfE guidance:

By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

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. • 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.
Respectful relationships, including friendships	<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.

	<ul style="list-style-type: none"> • 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). • 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.
Online and media	<p>Pupils should know</p> <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.
Being safe	<p>Pupils should know</p>

	<ul style="list-style-type: none"> • 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. • 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).
Intimate and sexual relationships, including sexual health	<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. • 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.

21. Health Education: Secondary School

- 21.1. It is important that the starting point for health and wellbeing education should be a focus on enabling pupils to make well-informed, positive choices for themselves. In secondary school, teaching should build on primary content and should introduce new content to older pupils at appropriate points. This should enable pupils to understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively. This knowledge should enable pupils to understand where normal variations in emotions and physical complaints end and health and wellbeing issues begin.
- 21.2. Teaching about the impact of puberty, which will have started in primary school, should continue in secondary school, so that pupils are able to understand the physical and emotional changes, which take place at this time and their impact on their wider health and wellbeing.
- 21.3. Emphasis should continue to be given to steps pupils can take to protect and support their own health and wellbeing. They should know that there is a relationship between good physical health and good mental wellbeing and that this can also influence their ability to learn. Teachers should cover self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience. Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus (for example, work, volunteering and participation in organisations such as the scouts or the girl guiding movements, the National Citizen Service or the Duke of Edinburgh Award) are beneficial for wellbeing. This can also contribute to the development of the attributes for a happy and successful adult life.
- 21.4. Pupils should be supported to recognise what makes them feel lonely. Self-focused or isolating lifestyle choices can lead to unhappiness and being disconnected from society for those who have greater need for companionship and relationships. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.
- 21.5. Schools may also choose to teach about issues such as eating disorders.
- 21.6. Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects. The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included. Teachers should understand that pupils who have experienced problems at home may depend more on schools for support.

21.7. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.

21.8. DfE guidance:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • 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.
Internet safety and harms	<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

	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • 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.
Physical health and fitness	<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.
Healthy eating	<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.
Drugs, alcohol and tobacco	<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.
Health and prevention	<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.

	<ul style="list-style-type: none"> the facts and science relating to immunisation and vaccination. the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<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.
Changing adolescent body	<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.

22. The Delivery of Relationships Education, Relationships and Sex Education and Health Education in **insert name** school is set out in Annex A

22.1. Annex A for primary schools must:

- Explain and define Relationships Education
- Set out the subject content, how it is taught and who is responsible for teaching it. This includes details of content/scheme of work and when each topic is taught and how delivery of the content will be made accessible to all pupils, including those with SEND
- Describe how Relationships Education is monitored and evaluated
- Set out that they have or have not chosen to teach sex education and if appropriate define any sex education that is taught which is outside of the science curriculum
- Explains why parents do not have the right to withdraw a child from Relationships Education
- Provides information about a Parent's right to request that their child can be excused from Sex Education only

22.2. Annex A for Secondary schools must:

- Explain and define Relationships and Sex Education
- Set out the subject content, how it is taught and who is responsible for teaching it. This includes details of content/scheme of work and when each topic is taught and how delivery of the content will be made accessible to all pupils, including those with SEND
- Describe how Relationships and Sex Education is monitored and evaluated
- Provides information about a Parent's right to request that their child can be excused from Sex Education only

23. Monitor and review the delivery of the policy

- 23.1. The Circle Trust's Health, Relationships and Sex Education Policy is reviewed every three years