



Mid Essex Co-operative Academy

PSHE POLICY: Including RSE

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1. VALUES AND PRINCIPLES

- 1.1. Mid Essex Co-operative Academy is part of the Keys Co-operative Academy Trust; a multi-academy trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-Responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

2. STATEMENT OF INTENT

- 2.1. At **Mid Essex Co-operative Academy**, we are committed to providing a broad and balanced curriculum that promotes pupils' spiritual, moral, cultural, mental, and physical development, and prepares them for the opportunities, responsibilities, and experiences of later life.
- 2.2. We believe that a strong PSHE education is important to help our pupils develop into well-rounded members of society, who can make a positive contribution to their community.
- 2.3. The vision for pupils, staff and other members of the school community is to always look to achieve our personal best in every aspect of school life.

3. LEGAL FRAMEWORK

- 3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
 - **Education Act 1996**
 - **Education Act 2002**
 - **Children and Social Work Act 2017**
 - **DfE (2014) 'National curriculum in England: framework for key stages 1 to 4'**
 - **DfE (2022) 'Personal, social, health and economic (PSHE) education'**
 - **DfE (2024) 'Keeping children safe in education 2024' (KCSIE)**
 - **DfE (2021) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'**
- 3.2. This policy operates in conjunction with the following school/Trust policies:
 - **Pupil Behaviour and Welfare Policy**
 - **SEND Policy**
 - **Online Safety Policy**
 - **Equal Opportunities Policy: Pupils**
 - **Anti-Bullying Policy**

- **Safeguarding and Child Protection Policy**
- **Social, Emotional and Mental Health (SEMH) Policy**
- **Acceptable Terms of Use Agreement**

4. ROLES AND RESPONSIBILITIES

4.1. The **Local Governing Body** is responsible for:

- Ensuring the school's PSHE Policy is implemented effectively.
- Ensuring that the PSHE Policy, as written, does not discriminate on any grounds or protected characteristics.

4.2. The **Headteacher** is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that PSHE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the PSHE Policy.
- Reviewing the PSHE Policy **annually**.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

4.3. The **subject leader** is responsible for:

- Leading, managing and developing the school's provision in the subject area.
- Promoting and implementing the school's Equality, Equity, Diversity and Inclusion Policy at all times.
- Promoting and safeguarding the welfare of all pupils at all times.

- Liaising with other staff and professional agencies to devise a suitable scheme of work to ensure the PSHE curriculum is comprehensive and extensive.
- Ensuring the curriculum is inclusive and enables all pupils to achieve their full potential.
- Acting as a positive role model for all pupils and staff members.

4.4. **Subject teachers** are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the **SENCO** about identifying and responding to the individual needs of pupils with SEND.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring pupil progress in RSE and health education.
- Reporting any concerns regarding the teaching of RSE or health education to the **subject leader** or a member of the **SLT**.
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the **DSL**.
- Responding appropriately to pupils whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

4.5. The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of LSAs in order to meet pupils' individual needs.

5. ORGANISATION OF THE RSE AND HEALTH EDUCATION CURRICULUM

5.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.

5.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about developing healthy, nurturing relationships of all

kinds, and helping them to understand human sexuality and to respect themselves and others.

- 5.3. For the purpose of this policy, “**health education**” is defined as teaching pupils about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 5.4. The RSE and health education curriculum will be developed in consultation with teachers, pupils and parents, and in accordance with DfE recommendations.
- 5.5. We may gather the views of teachers, pupils and parents in any of the following ways:
 - Questionnaires
 - Meetings
 - Letters
 - Training sessions
- 5.6. The majority of the RSE and health education curriculum will be delivered through **PSHE education**, with statutory elements taught via the science curriculum.
- 5.7. The **PSHE subject leader** will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 5.8. The curriculum has been developed in line with the **DfE’s ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ guidance**.
- 5.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 5.10. The school will consider the religious background of all pupils when planning teaching, to ensure all topics included are appropriately handled.
- 5.11. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to pupils’ needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

6. RSE SUBJECT OVERVIEW

- 6.1. RSE will continue to develop pupils’ knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

6.2. FAMILIES

6.2.1. By the end of secondary school, pupils will know:

- 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 children, including the characteristics of successful parenting.

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

- Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

6.2.3. Pupils will also know 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 recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

6.3. RESPECTFUL RELATIONSHIPS, INCLUDING FRIENDSHIPS

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

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, 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.
- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About different types of bullying (including cyberbullying), the 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.

6.3.2. Pupils will also know how to:

- Who to trust and who not to trust
- How to judge when a friendship is making them feel unhappy or uncomfortable
- Manage conflict and how to seek help or advice from others, if needed.

6.3.3. By the end of secondary school, pupils will know:

- 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 relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to

others, including 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 seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the **Equality Act 2010**, and that everyone is unique and equal.

6.4. ONLINE AND MEDIA

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

- 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.

6.4.2. By the end of secondary school, pupils will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person 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 they receive.
- 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 is a criminal offence which carries severe penalties, including imprisonment.
- How information and data is generated, collected, shared and used online

6.5. **BEING SAFE**

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

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; 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.

6.5.2. By the end of secondary school, pupils will know:

- 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 – this includes online.

6.6. **INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH**

6.6.1. By the end of secondary school, pupils will know:

- 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 and 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 both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically 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) are transmitted, how risk can be reduced through safer sex and the importance of 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.

7. HEALTH EDUCATION SUBJECT OVERVIEW

7.1. The physical health and mental wellbeing curriculum will continue to develop pupils' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

7.2. MENTAL WELLBEING

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

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

7.2.2. By the end of secondary school, pupils will know:

- 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.

7.3. INTERNET SAFETY AND HARMS

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

- 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

7.3.2. By the end of secondary school, pupils will know:

- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
- How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

7.4. PHYSICAL HEALTH AND FITNESS

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

- 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.

7.4.2. By the end of secondary school, pupils will know:

- 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.
- About the science relating to blood, organ and stem cell donation.

7.5. HEALTHY EATING

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

- 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).

7.5.2. By the end of secondary school, pupils will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

7.6. DRUGS, ALCOHOL AND TOBACCO

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

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

7.6.2. By the end of secondary school, pupils will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and 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, the benefits of quitting and how to access the support to do so.

7.7. HEALTH AND PREVENTION

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

- 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.

7.7.2. By the end of secondary school, pupils will know

- 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.
- The benefits of regular self-examination and screening.
- 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.

7.8. **BASIC FIRST AID**

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

- 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.

7.8.2. By the end of secondary school, pupils will know:

- Basic treatments for common injuries.
- Life-saving skills, including how to administer CPR.
- The purpose of defibrillators and when one might be needed.

7.9. **CHANGING ADOLESCENT BODY**

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

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing including the key facts about the menstrual cycle.

7.9.2. By the end of secondary school, pupils will know:

- 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.

8. **RSE AND HEALTH EDUCATION PROGRAMMES OF STUDY**

- 8.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content
- 8.2. Whole-school approach - The Secondary school uses The Jigsaw Programme and Primary uses a Scheme of Work produced by the PSHE Association both of which cover all areas of PSHE for the primary and secondary phases including statutory RSE and Health Education. The tables below explain the units of work in each half term. In Secondary, the learning themes of each of the six Puzzles (units) are shown and these are taught across the secondary school; the learning deepens and broadens every year. In Primary, learning is revisited throughout both Key stages with opportunities to deepen understanding of the key ideas. The programme of study makes links to the Primary Core Strength Curriculum, showing where learning can be further supported. There are also links to key life skills development for our pupils as an alternative provision setting it is vital to provide our pupils with these opportunities. We refer to the document as our Life Skills Curriculum. Teaching staff work with the settings that pupils arrive from and transition to, sharing information on aspects of the curriculum that have been taught to ensure gaps are averted. In Primary, staff provide a bespoke, personalised curriculum that is relevant and meaningful to each individual that will support the development of their relationships, health and mental wellbeing.
- 8.3. During the learning of PSHE pupils will collect evidence that can be used to support the **NCFE qualification for RSE**.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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Primary Life Skills Curriculum Overview

	Core theme1 Relationships	Core theme 2 Health and wellbeing	Core theme 3 Living in the wider world			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	Why should we eat well and look after our teeth? <i>Link to scienceA PoS: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;they get nutrition from what they eat</i>	What makes a Community?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What decisions can people make with Money?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	How will we grow and Change? <i>Link to scienceA PoS: Describe the changes as humans develop to old age</i>	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow? <i>Link to scienceB PoS: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</i>		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

9. DELIVERY OF THE CURRICULUM

9.1. The majority of the RSE and health education curriculum will be delivered through the **PSHE curriculum**. This will be delivered during termly curriculum days, dedicated to PSHE and RSE, by staff and external providers.

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

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

- 9.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.
- 9.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 9.5. The curriculum will proactively address issues in a timely way in line with current evidence on pupil's physical, emotional and sexual development.
- 9.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows pupils to ask questions in a safe environment.
- 9.7. Teaching of the curriculum reflects requirements set out in law, particularly in the **Equality Act 2010**, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 9.8. The school will integrate **LGBTQ+** content into the RSE curriculum – this content will be taught as part of the overall curriculum, rather than a standalone topic or lesson. **LGBTQ+** content will be approached in a sensitive, age-appropriate and factual way that allows pupils to explore the features of stable and healthy same-sex relationships.
- 9.9. All teaching and resources are assessed by the **subject leader** to ensure they are appropriate for the age and maturity of pupils, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 9.10. Classes may be taught in gender-segregated groups depending on the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- 9.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 9.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.
- 9.13. Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **Online Safety Policy** and **Acceptable Terms of Use Agreement**.
- 9.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

- 9.15. Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 9.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 9.17. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.
- 9.18. Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 9.19. In teaching the curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 9.20. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 9.21. The procedures for assessing pupil progress are outlined in [Section 16](#) of this policy.

10. CURRICULUM LINKS

- 10.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance pupils' learning.
- 10.2. RSE and health education will be linked to the following subjects:
 - **Citizenship** – pupils are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
 - **Science** – pupils are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
 - **ICT and computing** – pupils are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.

- **PE** – pupils can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

11. WORKING WITH PARENTS

- 11.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 11.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- 11.3. When in consultation with parents, the school will provide:
 - The curriculum content, including what will be taught and when.
 - Examples of the resources the school intends to use to deliver the curriculum.
 - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 11.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.
- 11.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- 11.6. If parents have concerns regarding RSE and health education, they may contact the **school office** to arrange a meeting with the **Headteacher**.
- 11.7. Parents will be regularly consulted on the curriculum content, through **meetings and letters**, and the curriculum will be planned in conjunction with parents' views.

12. WORKING WITH EXTERNAL AGENCIES

- 12.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging pupils.
- 12.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.
- 12.3. The school will check the visitor/visiting organisation's credentials of all external agencies.

- 12.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 12.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all pupils.
- 12.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of pupils' needs.
- 12.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's **Safeguarding and Child Protection Policy**.
- 12.8. The school will use visitors to enhance teaching by an appropriate member of the teaching staff, not to replace teaching by those staff.

13. WITHDRAWAL FROM LESSONS

- 13.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 13.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 13.3. Requests to withdraw a child from sex education will be made **in writing** to the **Headteacher**.
- 13.4. Before granting a withdrawal request, the **Headteacher** will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 13.5. The **Headteacher** will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 13.6. All discussions with parents will be documented. These records will be kept securely.
- 13.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive **sex education** rather than be withdrawn, the school will make arrangements to provide the child with **sex education**.
- 13.8. Pupils who are withdrawn from **sex education** will receive appropriate, purposeful education during the full period of withdrawal.

- 13.9. For requests concerning the withdrawal of a pupil with SEND, the **Headteacher will** take the pupils' specific needs into account when making their decision.

14. EQUALITY AND ACCESSIBILITY

- 14.1. The school will comply with the relevant requirements of the **Equality Act 2010** and will ensure the curriculum does not discriminate against pupils because of **the protected characteristics**.
- 14.2. The school will consider the backgrounds, gender, age range and needs of its pupils and determine whether it is necessary to put in place additional support for pupils with the above protected characteristics.
- 14.3. The school will design the PSHE curriculum to be inclusive of all pupils. The school will be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their characteristics, e.g. having SEND or being LGBTQ+.
- 14.4. Teachers will understand that they may need to liaise with the SENCO and adapt their planning or work to appropriately deliver the curriculum to pupils with SEND.
- 14.5. Where there is a need to tailor content and teaching to meet the needs of pupils at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate and developmentally appropriate, and is delivered with reference to the law.

15. SAFEGUARDING

- 15.1. The school recognises the role it plays in preventative education and will ensure that pupils are taught about how to keep themselves and others safe, including online.
- 15.2. The school will implement a whole-school approach to PSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny, misandry, homophobia, biphobia, transphobia, and sexual violence and harassment.
- 15.3. Teaching will be tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse and pupils with SEND.
- 15.4. Confidentiality within the classroom will be an important component of PSHE, and teachers will be expected to respect the confidentiality of their pupils as far as is possible, in compliance with the school's **GDPR policy**.
- 15.5. Due to the nature of the matters discussed in PSHE, there may be a higher likelihood for safeguarding concerns to arise or be disclosed by pupils. In line

with the school's **Safeguarding and Child Protection Policy**, all staff will be aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse, and will follow the appropriate procedures should a safeguarding concern be disclosed.

- 15.6. There is an element of PSHE in pastoral care, so the school will ensure that PSHE and pastoral care teams work together to help pupils feel comfortable indicating that they may be vulnerable and at risk.
- 15.7. PSHE teachers will encourage pupils to discuss the issues raised in the lesson with a member of staff if they wish to do so. Pupils will also be made aware of how to raise concerns or make reports about potential safeguarding issues, and how reports will be handled. This also includes concerns and reports about a friend or peer.
- 15.8. The **DSL** or **deputy DSL** will be involved in the development of safeguarding-related elements of the PSHE curriculum

16. ASSESSMENT

- 16.1. The school has the same high expectations of the quality of pupils' work in PSHE and health education as for other curriculum areas. A strong PSHE curriculum will be developed to build on the knowledge pupils have previously acquired, including from other subjects, with regular feedback on their progress.
- 16.2. Lessons are planned to provide a suitable challenge to pupils of all abilities.
- 16.3. Assessments are used to identify where pupils need extra support or intervention.
- 16.4. There are no formal examinations for RSE and health education at KS3; however, to assess pupil outcomes, the school will capture progress in the following ways:
 - Tests
 - Written assignments
 - Self-evaluations

17. STAFF TRAINING

- 17.1. Training will be provided by the **subject leader** to the relevant members of staff on a **termly** basis to ensure they are up-to-date with the RSE and health education curriculum.

- 17.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as “sexting”, which may need to be addressed in relation to the curriculum.
- 17.3. The school will ensure teachers receive training on the **Social Exclusion Report on Teenage Pregnancy**, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 17.4. Appropriately trained staff will be able to give pupils information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

18. MONITORING QUALITY

- 18.1. The **subject leader** is responsible for monitoring the quality of teaching and learning for the subject.
- 18.2. The **subject leader** or **other Senior Leader** will conduct subject assessments on a **termly** basis, which will include a mixture of the following:
 - Self-evaluations
 - Lesson observations
 - Topic feedback forms
 - Learning walks
 - Work scrutiny
 - Lesson planning scrutiny
- 18.3. The **subject leader** will create **annual** subject reports for the **Headteacher** and **Local Governing Body** to report on the quality of the subjects.
- 18.4. The **subject leader** will work regularly and consistently with the **Headteacher** and **RSE link governor**, e.g. through **monthly** review meetings, to evaluate the effectiveness of the subjects and implement any changes.

19. MONITORING AND REVIEW

- 19.1. This policy will be reviewed by the **Headteacher** and PSHE coordinator on an **annual** basis. Any changes to this policy will be communicated to all staff and other relevant parties.
- 19.2. The next scheduled review date is March 2025.

APPENDIX A: LETTER TO PARENTS REGARDING RSE AND HEALTH EDUCATION

RE: RSE and Health Education At Mid Essex Co-operative Academy

Dear parent,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At our school, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's **PSHE Policy; Including RSE** which can be accessed on our school website <https://www.heybridgeca.co.uk/>, or in hard copy **via our school office**.

Though schools must provide RSE and health education for pupils from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to myself, the Headteacher, who will discuss this with you and your child's teacher, and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely

Name

Headteacher

APPENDIX B: PRIMARY LETTER TO PARENTS/CARERS REGARDING RSE AND HEALTH EDUCATION

RE: RSE and Health Education at Mid Essex Co-operative Academy

Dear Parent/Carer

As a part of your child's education at Mid Essex, we promote personal wellbeing and development through PSHE (Personal, Social, Health and Economic Education). PSHE is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

As a primary aged child, I am writing to let you know that your child will be taking part in lessons which will focus on the **Relationships and Health education** aspect of this programme. Relationships and Health Education in school is compulsory for all primary aged pupils. Pupils will be taught about relationships and health, including puberty. The national curriculum for science also includes related subject content, such as naming the main external body parts and understanding growth and change from birth to old age (including puberty) and reproduction in some plants and animals. All teaching and learning takes place in a safe learning environment and is underpinned by our school ethos and values. As our children transition into secondary school, as part of the ongoing Relationships and Health education, the statutory Relationships and Sex education content will begin to be taught. We will support you in understanding the content of this curriculum.

At Mid Essex pupils will learn about Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Pupils will also have opportunities to ask questions. Please see attached an example of planning that provides detail into the nature of the learning taking place.

The details of what will be taught to the various year groups is detailed in the school's **PSHE including RSE Policy**, which can be accessed on our school website <https://www.heybridgeca.co.uk/>, or in hard copy via our school office.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely

Name

Headteacher