



St Barnabas CE Primary School

Relationship, Sex and Health Education Policy

Policy written by	N Carr
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Head teacher	Miss Jane Hodgkinson
Chair of Governors	Dr Carsten Kressel

As a Church of England school, our Christian vision and values are central to all we do. Our mission statement 'Preparing for a positive future, achieved through faith' is at the forefront of all our teaching and allows us to celebrate our lives in all its fullness. Our values of Friendship, Creativity, Truthfulness, Peace, Responsibility, Compassion, Justice and Perseverance underpin our approach to teaching RSHE; enabling our children to be confident, respectful and healthy members of society.

We undertake to follow the principles in the Church of England Education Office Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)

www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-and-sex-education

1. Legal Framework (Statutory Regulations and Guidance)

We are required to teach relationships and health education and have decided to offer sex education under the following regulations and guidance documents:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Statutory guidance for Health Education, Relationships Education and RSE (2019)
- The new Ofsted framework (2019)

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH)
- E-safety Policy

2. Roles and responsibilities

The Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.

- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The head teacher is responsible for:

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

The Relationships, Sex and Health Education (RSHE) subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships and health curriculum.
- Ensuring the relationships and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the head teacher.

The appropriate teachers are responsible for:

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

- Working with the RSHE subject leader to evaluate the quality of provision.

The SENCO is responsible for:

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

3. Aims and Objectives of the RSHE curriculum

The aims of the relationships, sex and health education programme (RSHE) will be delivered at St Barnabas CE Primary School in the context of the school's Christian ethos and values. Our aim is to provide a curriculum that enriches the lives of our children and equips them with knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught optional sex education; which we have determined to be an essential element of the curriculum for our pupils. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

The Governors seek to provide a well-balanced programme of relationships, sex and health education that reflects the age and maturity of all of our children. Sex is not only a given fact of human existence but, in Christian belief, a gift of God as part of creation. It is important that as children grow up, they understand their own bodies, instincts and feelings. As the pupils mature and become more aware, our school aims to teach relationships, sex and health education within a Christian context of love, faithfulness and forgiveness. The school will work towards these aims in partnership with parents/carers. This policy will ensure that each child receives accurate non-biased information, which will enable them to make decisions about their own health and relationships and to be sensitive and understanding of the decisions that other people make. This programme will be developmental according to the age and ability of the children, and will provide a foundation for future work within secondary school.

Relationships Education overview

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.

The Government guidance sets out the content for Relationships Education in primary schools under the following headings:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

<u>Relationships Education</u>
<i>Families and people who care for me</i>
<p><i>By the end of primary school, pupils will know:</i></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. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • That marriage 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.
<i>Caring friendships</i>
<p><i>By the end of primary school, pupils will know:</i></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

By the end of primary school, pupils will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 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.

Online relationships

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.

Being safe

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.

Relationships education is statutory at primary school and parents do not have the right to withdraw their child from the subject.

Health Education overview

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

The Government guidance sets out the content for Health Education in primary schools under the following headings:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

<u>Health Education</u>
<i>Mental wellbeing</i>
<p><i>By the end of primary school, pupils will know:</i></p> <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.

- 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.

Internet safety and harms

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.

Physical health and fitness

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.

Healthy eating

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).

Drugs, alcohol and tobacco

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.

Health and prevention

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.

Basic first aid

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.

Changing adolescent body

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.

Health education is statutory at primary and parents do not have the right to withdraw their child from the subject.

Sex education overview

The Relationships Education and Health Education (England) Regulations 2019 have made Relationships and Health Education **compulsory** in all primary schools. Sex education is **not compulsory** in primary schools, although it is encouraged.

The content for teaching relationships and health education is outlined, including puberty. 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 and reproduction in some plants and animals.

It has been determined that St Barnabas CE Primary school **WILL** deliver additional content on sex education to meet the needs of our pupils.

It is essential that our children receive a sex education programme tailored to their age and their physical and emotional maturity before transferring to secondary school.

Additionally, depending on the specific needs and maturity of the pupils, possible themes explored within sex education lessons may include:

Sex Education

By the end of primary school, pupils will explore:

- Who can I talk to if I feel uncomfortable or are concerned by such a request?
- What are personal boundaries?

- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What is personal and private information?
- What kind of physical contact is unacceptable and how should I respond?
- How will my body and emotions change as they approach and move through puberty?
- How do I feel about growing up and changing?
- How do humans reproduce?
- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe but without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

St Barnabas CE Primary School will ensure that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

We recognise the importance of having an open dialogue between staff and parents/carers. We value and welcome any questions about our school's approach to the RSHE curriculum.

Parents/carers will be consulted prior to the delivery of any puberty or sex education content. Families will be encouraged to have factual conversations with their children at home linked to what is being taught in school; support will be offered from school staff and external providers.

Sex education at primary school is **not statutory** and therefore parents **do** have the right to withdraw from this element of the curriculum. It is strongly recommended that parents considering withdrawing their child, discuss their concerns with the head teacher openly. The head teacher will provide parents with information on the intent, the content and resources intended to be used to deliver this element of the curriculum.

4. Delivery of the curriculum

The relationships and health curriculum will be delivered as part of our RSHE curriculum. Through effective organisation and delivery of the subject, we will ensure that:

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

- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children’s physical, emotional and sexual development.
- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- The school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- Lesson plans will provide appropriate challenge for pupils and be differentiated for pupils’ needs.
- Classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils. 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 E-safety Policy.
- Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- Teachers will ensure that pupils’ views are listened to and will encourage them to ask questions and engage in discussion.
- Teachers will answer questions sensitively, honestly and appropriate to the pupil’s age.
- Teachers will focus on the importance of healthy relationships and marriage, though sensitivity will always be given as to not stigmatise pupils based on their home circumstances.
- Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 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.
- Any resources or materials used to support learning will be formally assessed by the RSHE subject leader and head teacher before use to ensure they are appropriate for the age and maturity of pupils, and sensitive to their needs.
- 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.
- At all points of delivery of this programme, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- Whilst there are no formal examinations for the relationships and health curriculum, the school will undertake informal assessments to determine pupil progress.

Organisation of the RSHE curriculum

Our RSHE curriculum will be taught by the class teacher and on occasions external experts. Only appropriate materials will be used and responses to questions will receive careful thought. It will be taught:

- Through planned aspects of the science curriculum.
- Through story, circle time and key questions.
- Through planned visits.
- Through planned work with external experts.
- The relationship aspect of the programme may also be delivered through collective worship.

Teaching Methods

Teaching and learning will be sensitive to individual needs and will focus on, and support the children's self-esteem. The work will always start with the children's understanding and the work will be planned appropriately.

Ground rules will be established at the start of each unit of work. These will be:

- No-one (teacher or pupil) will have to answer a personal question.
- No-one will be forced to take part in any discussion.
- Only the correct name for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.

Single sex or mixed groupings

Staff will consider whether single sex or mixed groups are appropriate when covering sensitive issues. It's important to recognise that children need (and often want) to understand the changes and challenges that face all genders in relation to puberty and body changes as they grow into young adults. When appropriate, girls and boys will be taught the same lesson regarding body changes, but separately, providing them with the same information but be given the opportunity to ask questions that may be more specific to them, reducing any potential embarrassment. It will also be considered as to who will be the best facilitator for the lessons. The majority of the RSHE curriculum will be delivered by school staff but on occasions external experts will be invited into school to enhance the delivery of the curriculum. If an external expert is delivering a lesson, there will always be a familiar member of staff present.

Resources

The Coram Scarf materials will be the main resource used to delivery our RSHE curriculum (see lesson overview on the school website). Scarf provides a whole-school approach in promoting positive behaviour, mental health and wellbeing, resilience and achievement. In addition to the Scarf online teacher resources, face-to-face sessions will be available and delivered by trained experts. Supplementary resources will be shared including websites,

posters, discussion cards, practical resources and books (fiction and non-fiction) will be available to the children in classrooms.

Working with external experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum. The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy. Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils. The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND. The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Curriculum links

St Barnabas CE Primary School seeks opportunities to draw links between relationships and health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships and health education will be linked to the following subjects in particular:

- **Science** – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- **Computing and ICT** – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- **PE** – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- **PSHE** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **RE** – pupils learn about respect and difference, values and characteristics of individuals.

Equality and accessibility

This Relationship and Health Education programme is an entitlement for all pupils. St Barnabas CE Primary School understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of race, gender, religion, disability or sexual orientation. In line with guidance from the Church of England Education office, Valuing All God’s Children, states:

‘Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity.

RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.’

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs. In order to foster healthy and respectful peer-to-peer communication and behaviour between all pupils, the school implements a robust Behavioural Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils.

Withdrawing from the subjects

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

Sex education is **not statutory** at primary and parents **do** have the right to withdraw their child from this element of the subject.

It is strongly recommended that parents considering withdrawing their child, discuss their concerns with the head teacher openly. The head teacher will provide parents with information on the intent, the content and resources intended to be used to deliver this element of the curriculum.

Behaviour

The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another. Any bullying incidents caused as a result of the relationships and health education programme will be dealt with as seriously as other bullying incidents within the school. Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises. These incidents will be dealt with following the processes in our Behavioural Policy and Anti-

Bullying Policy. The head teacher will decide whether it is appropriate to notify the police or an anti-social behaviour coordinator in their LA of the action taken against a pupil.

Staff training

All staff members at the school will undergo training to ensure they are up-to-date with the relationship and health education programme and associated issues. Members of staff responsible for teaching the subjects will undergo further training on a, led by the RSHE subject leader, to ensure they are fully equipped to teach the subjects effectively.

Confidentiality

Confidentiality within the classroom is an important component of relationships and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible. Teachers will, however, alert the head teacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure. Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

Monitoring quality

The relationships, sex and health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

The relationships, sex and health education subject leader will conduct subject assessments on a termly basis, which will include a mixture of the following:

- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice
- Review of assessment data

The RSHE subject leader will create annual subject reports for the head teacher and Governing Body to report on the quality of the subjects.

The RSHE subject leader will work regularly and consistently with the head teacher and SLT to evaluate the effectiveness of the subjects and implement any changes.

Review

The Governing Body reviews the policy biannually. The Governors may, however, carry out an early review if the Government introduces new regulations or if the governing body received recommendations on how the policy might be improved.