

# Relationships Education (Primary)

## Relationships & Sex Education (Secondary)

### Personal, Social, Health & Economic Policy

This policy is informed by DfE statutory guidance and advice (March 2017)

#### Document Control

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#### Revisions

Version	Page/Para No.	Description of Change	Approved On

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## 1 Rationale

The Department for Education's (DfE) ambition, March 2017, to support all young people to stay safe and prepare for life in modern Britain is supported by CMAT and all Academies within the Trust. This ambition is realised through the development of this CMAT policy which extends our current statutory duty to provide Relationships Education, which includes age appropriate sex education, for Primary students, Relationship and Sex Education (RSE) for Secondary students, into providing education for Personal, Social, Health and Economic Education (PSHE). PSHE is likely to become a statutory duty from September 2019.

We recognise that effective relationship education and RSE will cover aspects of personal, social and health education and as such schemes of work will make explicit links between these aspects of the curriculum. The education provided should support young people to be safe, healthy, happy and successful.

Each Academy has the freedom to deliver content appropriate to the age of pupils and their religious backgrounds within the agreed CMAT framework for PSHE, which includes relationship education and RSE, see appendix 1 for secondary academies, see appendix 2 for primary academies.

## 2. Relationships Education and SRE

Relationships Education and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will soon face. This education, will be age appropriate and will typically focus on:

- different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships;
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships, including developing an awareness of risk and how to protect themselves from exploitation;
- how relationships may affect health and wellbeing, including physical and mental health;
- healthy relationships, characteristics of healthy relationships and safety online;
- factual knowledge around sex, sexual health and sexuality, set firmly within the context of relationships and encourage a respect and understanding of difference;
- developing knowledge and understanding about the biological facts regarding human growth and development including reproduction and contraception;
- signposting relevant health services that are available and how to access them;
- developing an understanding of the consequences of decisions and actions and how the law applies to sexual behaviour and relationships.

Relationships Education and RSE is part of the lifelong learning about physical, moral and emotional behaviour. It is about the understanding of the importance of stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

Each Academy aims to provide young people with relevant and age appropriate information in order that they are able to make safe and informed choices about their own behaviour and lifestyles.

## 3. PSHE

PSHE, in the context of Relationships Education and RSE, will reflect content appropriate to the age of pupils and their religious backgrounds. This education will likely focus on:

- healthy bodies and lifestyles, including keeping safe, puberty, drugs and alcohol education;
- healthy minds, including emotional wellbeing, resilience, mental health;
- economic wellbeing and financial capability;
- careers education, preparation for the workplace and making a positive contribution to society.

CMAT has agreed additional, detailed policies for Substance Misuse & Education, E-Safety and Careers Education, Information, Advice & Guidance (CEIAG).

#### **4 Delivery of Relationships Education and SRE**

The delivery of relationships education and SRE is not the sole responsibility of schools. Parents and members of the wider community have much to offer. Health professionals, youth workers, peer educators and the police will also have a part to play in delivering this education.

Teachers delivering SRE sessions will be given appropriate training, guidance and support.

#### **5 Information and Rights of Parents and Teachers**

Parents should be made aware of what is taught in Relationships Education and RSE. Prior to delivery of specific sessions parents should be informed and are welcome to review the materials used.

Parents have the right to withdraw their child from sex education within RSE, but not withdraw them from sex education within the statutory National Curriculum as part of science. The Academy will then make alternative arrangements for these students. The Academy asks that requests to withdraw students should be made in writing.

The Circular 5/94 Education Act 1993: Sex Education in Schools does not give teachers the same rights as parents concerning withdrawing themselves from involvement in sex education lessons. However, if a teacher, after consultation, feels unable to participate adequately, he or she need not do so.

#### **6 Other provision**

In addition to the delivery of relationships education and SRE the Academy will also provide students with access to appropriate Health services. This can include access to the School Nurse and a range of other professionals appropriate to the age, need and context of the Academy.

The Academy will pay due regard to students' rights to confidentiality, but will always take the safety and well-being of students into account.

#### **7 Monitoring, Evaluation & Review**

It is important the Academy ensures that the delivery of relationships education and SRE is regularly reviewed and updated in line with best practice advice. With this in mind the Academies work closely with the Local Authority and Health professionals, including the School Nurse service. Feedback from staff, students and parents is also valuable.

## Appendix 1

### CMAT Secondary Curriculum Framework: PSHE, Careers, RS, Values

1. We have adopted The PSHE Association long term planning model that covers all three core themes over three terms (six half terms). It takes into account progression and development of students' understanding of the overarching concepts and development of essential skills and attributes. Topic areas are arranged into half term 'chunks', which can be adapted to suit each CMAT Academies planning requirements: there is no 'correct order'. Each Academy should select the content that ensures opportunities to explore the overarching concepts and to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of their school and the needs of their students.
2. We are using the Gatsby 8 Pillars to inform our Careers Programmes, which will be woven into the PSHE Programme of study:
  - A stable careers programme
  - Learning from career and labour market information
  - Addressing the need of each student
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experiences of workplaces
  - Encounters with further and higher education
  - Personal guidance
3. We will incorporate the national requirements for religious education into the planning model. As a MAT we do not have to follow the LA SACRE guidance, but we are choosing to use the guidance to support a comprehensive model. The recommended minimum time is set out in the Dearing Review (1996) as KS1: 36 hours per year, KS2&3: 45 hours per year, KS4: 5% of curriculum time or 70 hours across the key stage.
4. CMAT values will be reflected throughout the plan and individual Academies values picked out accordingly.

The planning model below can be taught in any order or style for each year group.

A careers overlay will go over each year group.

RS will be built in through skills led topics.

	Health & wellbeing	Living in the wider world	Relationships	Health & wellbeing	Relationships	Living in the wider world
<b>Year 7</b>	<p>Transition to secondary school</p> <p><b>Diet, exercise</b> and how to make healthy choices</p>	<p><b>Enterprise skills</b> and introduction to careers</p> <p>Challenging career stereotypes and <b>raising aspirations</b></p>	<p><b>Diversity, prejudice and bullying</b> including cyber bullying</p> <p>Managing <b>on- and off-line friendships</b></p>	<p>The risks of <b>alcohol, tobacco</b> and other substances</p> <p>Managing <b>puberty</b> and the issues of <b>unwanted contact</b> and <b>FGM</b></p>	<p><b>Self-esteem, romance</b> and friendships</p> <p>Exploring <b>family life</b></p>	<p>Making <b>ethical financial decisions</b></p> <p>Saving, <b>spending and budgeting</b> our money</p>
<b>Year 8</b>	<p><b>First aid</b> and personal safety, focusing on road safety</p> <p><b>Alcohol and drug</b> misuse and <b>managing peer influence</b></p>	<p><b>Rights and responsibilities</b> in the community</p> <p>Tackling <b>age and disability discrimination</b></p>	<p>Tackling <b>racism and religious discrimination</b> promoting human rights</p> <p><b>Online safety</b> and digital literacy</p>	<p><b>Mental health</b> and emotional wellbeing, including <b>body image</b></p> <p>Managing change and <b>loss</b></p>	<p>Introduction to <b>sexuality and consent</b></p> <p>Introduction to <b>contraception</b> including condom and the pill</p>	<p>Evaluating <b>value for money</b> in services</p> <p>Risks and consequences making <b>financial decisions</b></p>
<b>Year 9</b>	<p><b>Peer pressure, assertiveness</b> and risk, gang crime</p> <p>Dieting, lifestyle balance and <b>unhealthy coping strategies</b></p>	<p>Understanding <b>careers</b> and future aspirations</p> <p>Identifying learning strengths and setting goals as part of the <b>GCSE options process</b></p>	<p><b>Managing conflict</b> at home and the dangers of running away from home</p> <p>Tackling <b>homophobia, transphobia and sexism</b></p>	<p>Managing <b>peer pressure</b> in relation to illicit substances</p> <p>Assessing the risks of <b>drug and alcohol abuse</b> and addiction</p>	<p>Relationships and sex education including healthy relationships and <b>consent</b></p> <p>The risks of <b>STIs, sexting and pornography</b></p>	<p>Planning and carrying out an <b>enterprise project</b></p> <p>Reflecting on <b>learning skills</b> development in key stage 3</p>
<b>Year 10</b>	<p>Transition to key stage 4 and developing study habits</p> <p><b>Mental health</b> and ill health, tackling stigma</p>	<p>Understanding the causes and effects of <b>debt</b></p> <p>Understanding the risks associated with <b>gambling</b></p>	<p>Tackling <b>relationship myths</b> and expectations</p> <p>Managing romantic <b>relationship challenges</b> including break ups</p>	<p>Exploring the influence of <b>role models</b></p> <p>Evaluating the <b>social and emotional risks</b> of drug use</p>	<p>Understanding <b>different families</b> and learning <b>parenting skills</b></p> <p>Managing <b>change, grief and bereavement</b></p>	<p>Preparation for <b>work experience</b></p> <p>Evaluation of work experience and readiness for work</p>

<b>Year 11</b>	Promoting <b>self-esteem</b> and coping with <b>stress</b>  Learning and <b>revision skills</b> to maximise potential	Understanding the <b>college application process</b> and plans beyond school  <b>Skills for employment</b> and career progression	<b>Personal values</b> and assertive communication in relationships  Tackling <b>domestic abuse</b> and <b>forced marriage</b>	<b>Health and safety</b> in independent contexts  Taking responsibility for <b>health choices</b>	<b>British values</b> , human rights and <b>community cohesion</b>  Challenging <b>extremism</b> and radicalisation	
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## Appendix 2

### CMAT Primary Curriculum Framework: PSHE and Values

1. We follow a programme with a long term planning model that covers the three core areas of Myself and Relationships, Citizenship and Healthy and Safer Lifestyles over three terms (six half terms). There is also an economic well-being financial unit within each pair of year groups. It takes into account progression and development of students' understanding of the overarching concepts and development of essential skills and attributes. Topic areas are arranged into phased age groups so that the progressive units can be taught to suit each CMAT Academies planning and topic requirements: there is no 'correct order' within the age phase. Each Academy should select the content that ensures opportunities to explore the overarching concepts and to develop knowledge, skills and attributes, through a programme that is relevant and appropriate to the ethos of their school and the needs of their students and wherever possible can be embedded into the topic being explored that term.
2. CMAT values and individual academy's values and character strengths can be reflected throughout the plan
3. The planning framework below can be taught in any order or style for each pair of year groups. Numbered units have detailed descriptions of activities, questions and vocabulary that are progressive over the phases and are age appropriate

Year group	Myself and relationships	Citizenship	Healthy and safer lifestyles
<b>EYFS</b>	1. Beginning and belonging	1 Identities and diversity	1 My body and growing up
	2 My family and friends including anti-bullying	2 Me and my world	2 Keeping safe including drug education
	1. My emotions		3 Healthy lifestyles
<b>1 &amp; 2</b>	2. Beginning and belonging	3 Working together	4 Managing risk
	3 Me and my emotions	4 Diversity and communities	5 Safety contexts
	4 Family and friends	5 Rights rules and responsibilities	6 Sex and relationship education
	5 Anti-bullying	6 Financial capability	7 Healthy lifestyles
	6 Managing change		8 Drug education
			9 Personal safety
<b>3 &amp; 4</b>	7 Beginning and belonging	7 Working together	10 Sex and relationship education
	8 My emotions	8 Diversity and communities	11 Managing risk
			12 Safety contexts

	9 Family and friends	9 Rites rules and responsibilities	13 Sex and relationships education
	10 Anti bullying	10 Financial capability	14 Healthy lifestyles
	11 Managing change		15 Drug education
			16 Personal safety
			17 Sex and relationships education
<b>5 &amp; 6</b>	12 Beginning and belonging	11 Working together	18 Managing risk
	13 My emotions	12 Diversity and communities	19 Safety contexts
	14 Family and friends	13 Rites rules and responsibilities	20 Sex and relationships education
	15 Anti-bullying	14 Financial capability	21 Healthy lifestyles
	16 Managing change		22 Drug education
			23 Personal safety
			24 Sex and relationships education