

# Eastcote Primary Academy



## Eastcote

Primary Academy

*Relationship, Sex and  
Health Education Policy*  
**'Curriculum for Life'**

September 2022

# Keeping Children Safe in the Modern World

## Introduction

At Eastcote Primary Academy we recognise the responsibility to prepare pupils for life in the wider world. Running through our thematic primary curriculum is the teaching of healthy relationships, healthy body & mind and respect & understanding of beliefs & cultures.

This document intends to bring together the aims of a 'Curriculum for Life' and how it will be implemented developmentally across the school. It provides support to adults involved in the education of the pupils at Eastcote, including parents, to deliver a quality, factual curriculum with a clear, progressive and non-judgemental approach. An effective Curriculum for Life incorporates many subject areas, however this policy focuses on Relationships and Sex Education (RSE) and Health Education, which may be taught as stand-alone lessons but will also often arise and be a significant part of other lessons across the curriculum (e.g. PE, History, British Values, RE).

## Values, Aims and Objectives

This policy covers Eastcote's approach to teaching RSE and Health Education, approached with pupils by the subject name '**Curriculum for Life**'.

RSE is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip pupils with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. Health education is heavily combined with RSE and is also covered in other stand-alone subjects, such as PE.

RSE is taught in a way which is complementary to the wider ethos, core values and principles of our school. It is important to teach RSE through a spiral curriculum. This means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting themes to build on prior learning. A developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the academy's commitment to safeguard pupils, preparing them to live safely in the modern world.

## Statutory Expectations

Some elements of the RSE curriculum are now a statutory requirement to teach (*Ref. Relationships Education, Relationships and Sex Education (RSE) and Health Education, 2019, additionally Equalities Act 2010 & Children and Social Work Act 2017*). Therefore, it is the intention of Eastcote Academy to have appropriate policy in place so that staff, governors and parents may fully understand government expectations.

## Working with Parents & Carers

The academy is committed to working in partnership with parents and carers who are the key people in teaching their children about relationships, sex and health. RSE is most effective when it is a collaboration between school and home. Parents may discuss with teachers details of the objectives covered by their child's year group and a framework for implementation will form part of the academy's long term plan. Parents are invited to view any materials and resources that will be used.

Relationships Education and Health Education are mandatory in primary education. There is no parental right to withdraw a child from attending lessons of this nature. The Department for Education recommends that all primary schools have a program of sex education tailored to the needs of their pupils. RSE at Eastcote includes aspects of sex education, as age and stage-appropriate. A parent or carer who is unhappy about their child's participation in this area of the curriculum has the right to withdraw their child, however it is strongly recommended that they consult with the Principal to discuss this. If requested, alternative arrangements will be made for individual pupils, but it is hoped that this will not be necessary, so that all children can access factual information that will support their knowledge and understanding.

## The Curriculum

The spiral RSE curriculum at Eastcote is about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Our 'Curriculum for Life' empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for knowledge development relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that prejudice and discrimination are unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.

- ✓ Developing character skills to support healthy and safe relationships, ensuring comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

**Relationships Education and Health Education are mandatory, as directed by the government.**

For information regarding what children should know about **Relationships Education** and **Health and Mental Wellbeing Education by the end of primary school** refer to page 20 and page 32 respectively of the government document '*Relationships Education, Relationships and Sex Education (RSE) and Health Education*' by clicking [here](#).

It is also recommended that all primary schools have a program of sex education tailored to the needs of their pupils. Planning aims to meet the pupils' needs through the delivery of an age and stage-appropriate curriculum, which addresses traditional and emerging issues, and relevant challenges as identified by pupils. Pupils' views will inform the RSE curriculum delivered, ensuring it remains responsive to emerging needs, in response to the rapidly changing world in which our pupils are living and learning. Where appropriate the curriculum will be complemented by circle time sessions, themed assemblies, topic days and cross-curricular links.

Delivery & Safeguarding

All staff involved in the delivery of RSE have worked together to ensure that the curriculum is taught with a consistent and developmental approach to RSE ensuring pupils are taught with consistent approaches to RSE throughout their time at Eastcote. Where appropriate visitors and outside agencies / professionals may support the teaching of RSE and their attention will be drawn to this policy. A member of school staff will always be present during such visits.

RSE will be taught using strategies that will promote engagement by all pupils, irrespective of preferred learning styles (e.g. story-telling, drama, individual reflection, artistic presentations). Distancing techniques, such as the use of characters within RSE, avoid pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels uncomfortable. Such strategies

ensure RSE is accessible to all, including those who may have experienced unhealthy relationships and/or abuse.

Eastcote's responsibility to safeguard pupils through a curriculum that prepares them to live safely in a modern world will remain central to curriculum content, teaching methodologies and supporting resources.

Teachers will respond to children's pastoral needs in addition to RSE where relevant. This will ensure staff can be responsive to pupils' immediate issues as they arise and safeguarding arrangements can be actioned efficiently if required.

If the academy has any reason to believe a pupil is at risk of harm, response by staff is taken in accordance with the safeguarding policy.

### Assessment

Pupils' learning will be assessed and reported in the same way as other school subjects. Teacher assessment will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be ongoing and very much part of everyday teaching activities to ensure that pupils do not feel under pressure.

### Language, Questions and Ground Rules

Teachers will work with pupils to create 'ground rules', which will provide a safe environment in which our 'Curriculum for Life' lessons can take place. Pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions, for example through the use of an 'ask it basket'. Teachers will answer questions as fully as they feel age and stage-appropriate, based on the level of knowledge demonstrated by the pupil(s). Teachers may ask a pupil to wait for a response to a question if they require time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question they feel is inappropriate. Teachers will not answer questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question the pupil will have the reasons for this clearly explained. The teacher may work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question.

The Sexual Offences Act (2003) states that *'it is an offence for a person in a position of trust to cause or incite a child to engage in sexual activity'*. Teachers are in a particular position of trust. They know they have the responsibility to ensure the safety and welfare of their pupils and that sexual relationships involving children are a criminal offence.

## Inclusion

At Eastcote we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSE will always be taught in a non-judgemental, unbiased and fully inclusive manner through clear, impartial scientific information as well as covering the law. Through consultation, assessment and regular reviews of the curriculum, we strive to continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, and the wider whole school community.

## **Other policies to view relating to Curriculum for Life**

Safeguarding Physical Education Science

Religious Education

**Policy Review** This document has been prepared and agreed by the staff and governors of Eastcote Primary Academy. In order to ensure that the policy is fully understood and meets the needs of the children at Eastcote, parents have the opportunity to view and comment on its content. Any amendments at the time of review will take parental contributions into account. However, the education provided will fulfil statutory requirements and government guidelines to ensure that children receive the quality education set out in the school aims and objectives.

Created by K Wilds, Curriculum for Life (RSHE) Coordinator	September 2022
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