

Relationships, sex and health education policy

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**Schools,
teachers and
pupils freed
to succeed.**
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Context

Relationships, sex and health education is taught as part of personal, social, health and economic education (PSHE) at BMAT. This policy is written in reference to:

- BMAT's academy funding agreement
- DfE's draft statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019.
- The Equality Act 2010

BMAT's funding agreement, section 2 curriculum, requires that:

The Academy Trust must have regard to any Guidance, further to section 403 of the Education Act 1996, on sex and relationship education to ensure that children at the Academy are protected from inappropriate teaching materials and that they learn the nature of marriage and its importance for family life and for bringing up children. The Academy Trust must also have regard to the requirements in section 405 of the Education Act 1996, as if the Academy were a maintained school.

Further guidance has now been published in readiness for the new compulsory teaching of relationships, sex and health education from September 2020. Consequently, this policy has been amended in reference to the DfE's draft statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education February 2019.

This policy also conforms to The Equality Act 2010, details of which are reflected in the trust's equality policy.

We are committed to the promotion of community cohesion in our trust and at local, national and global levels, comparing our academy trust community to its local and national context and implementing all necessary actions in relation to:

- ethnicity,
- religion or belief, and
- socio-economic background.

In accordance with the values of BMAT we pledge to:

- respect the equal human rights of all our pupils;
- educate them about equality; and
- respect the equal rights of our staff and other members of the academy community.

We will assess and analyse our current academy practices and implement all necessary resulting actions to ensure pupils are not discriminated against because of their:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy or maternity

These 'protected characteristics' have been set out in law in the Equality Act 2010. BMAT is committed to eliminating practices which could result in unfair or less favourable treatment for persons with a protected characteristic.

Key definitions used in this policy

Pupils	Children and young people on roll in trust schools/academies
School/Trust School	An academy or school within BMAT
Executive Principal/Headteacher	The Executive Principal/Headteacher oversees the Headteacher/Heads of School
Head of School / Headteacher	An Academy is led by a Head of School or Headteacher as the most senior leaders in the school.
The LGB	Local Governing Board
The Trust	BMAT
The Board/Directors/Trust Board	The Board of Directors of BMAT
Relationships education	Mandatory in primary schools
Relationships and sex education (RSE)	Mandatory in secondary schools
Health education	Mandatory in primary and secondary schools

BMA	Burnt Mill Academy
CS	Cooks Spinney Primary Academy and Nursery
ESJ	Epping St John's
FHS	Forest Hall School
FW	Freshwaters Primary Academy and Nursery
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
MHA	Mark Hall Academy
RDA	Royal Docks Academy
RY	Roydon Primary Academy
SFG	Sir Frederick Gibberd
STEM	BMAT STEM

Each BMAT school is legally defined as an academy, regardless of whether the term 'school' is used to describe it in the policy.

Contents

Relationships, sex and health education policy	1
Context.....	2
Key definitions used in this policy	4
Contents.....	5
1. Introduction and guiding principles	6
2. Scope.....	6
3. Aims of this policy	7
4. What is meant by relationships education?	7
5. What is meant by RSE (relationships and sex education): primary phase?	9
6. RSE (relationships and sex education): secondary phase?.....	9
7. The law on relationships and sex	11
8. What is meant by health education?	12
9. Approaches to teaching relationship education, RSE and health education in BMAT schools	16
10.Relationships education, RSE and health education links to national curriculum subjects.	17
10. Inclusion.....	17
11. Confidentiality	18
12. External agencies/visitors contributing to RSH education.....	18
13. Working with parents/carers	18
14. Parental right to withdrawal	19
15. Further reading	19
Appendix A – School Information	20

1. Introduction and guiding principles

The health and well-being of children and young people is of paramount importance at BMAT and is essential if our mission is to be shared with the children and young people in our care. We educate our children and young people about sex and their relationships with other people so they will grow into fully informed young adults who can make healthy choices about the way they want to live their lives.

BMAT's mission is to work together to smash through the barriers that prevent our children from becoming confident, high achieving and independent individuals. BMAT's vision is of a community of schools which provide an outstanding education for every individual attending a BMAT school. BMAT schools will be places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

Our core values of self-help, self-responsibility, democracy, equality, equity and solidarity underpin our trust, drive our policy making and inform our unshakeable belief in the intrinsic worth of every individual within our community. Our students will be inspired to achieve excellence in all their endeavours within an innovative, creative and supportive environment. All academies, both in the primary & secondary phases, are committed to working in partnership with stakeholders to secure the success of this policy.

This policy sets out the expectations and requirements for all stakeholders of the trust. This is to ensure that we have an outstanding programme of relationships education, sex education and health education in place.

2. Scope

This policy is implemented across BMAT. Each school within BMAT must ensure that the contents of this policy are communicated to all. All staff accept this policy when they join a BMAT school and all parents & carers accept it when their children join a BMAT school. Parents & carers are invited to share their views of relationships education, sex education and health education in the trust as a way of developing this aspect of learning across the schools.

Each school within BMAT publishes this policy on its website. It is also posted on the trust's website. Parents & carers can request a copy of this policy which will be provided free of charge.

3. Aims of this policy

- To enable our students from reception through to the end of year 13 to better understand the nature of human relationships.
- To enable students to see the importance of stable loving relationships for the bringing up of children whilst acknowledging that families can be in many different forms.
- To prepare students for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood.
- To enable them to make well informed choices about their lives.
- To provide opportunities to work with parents/carers and relevant agencies.
- To ensure the Equality Act, in particular with relevance to those with 'protected characteristics' is embedded in our teaching of relationships, sex and health education and our practices and procedures.

4. What is meant by relationships education?

Relationships education is mandatory in primary school. The focus is the teaching of the fundamental building blocks of positive relationships with friendships, family relationships, and relationships with other children and with adults. This includes online relationships and addressing online safety and appropriate behaviour. Relationship education is LGBT+ inclusive. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for the children and other family members, the importance of spending time together and sharing each other's lives</p> <p>That other families, either in school or in the wider world sometimes look different from their family, but that they should respect those difference and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be different types, are at the heart of happy families, and are important for children's security when they grow up.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
<p>Caring friendships</p>	<p>Pupils should know</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be</p>

	<p>worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>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 and advice from others, if needed.</p>
Respectful relationships	<p>Pupils should know</p> <p>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.</p> <p>Practical step they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The conventions of courtesy and manners.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>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.</p> <p>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>Pupils should know</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and know how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>
Being safe	<p>Pupils should know</p> <p>What sort of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>

5. What is meant by RSE (relationships and sex education): primary phase?

BMAT primary schools have a relationship education programme tailored to the age and the physical and emotional maturity of the children. It ensures that both boys and girls know about puberty, how a baby is born and the correct vocabulary for the main external body parts. All children, including those who develop earlier than the average, should know about puberty before they experience the onset of physical changes.

Meeting these objectives requires a graduated, age-appropriate programme of sex and relationship education. Teaching methods take account of the developmental differences of children and the potential for discussion on a one-to-one basis or in small groups. A framework for establishing what is appropriate and inappropriate in a whole-class setting. Teachers are able to access support and training in answering questions that are better not dealt with in front of a whole class.

Although sex education is not taught in primary schools, it is very likely that primary school age children will ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for relationships education. In these cases, the adult will deal with the question in a professional and age-appropriate manner. It may be the case that the teacher will tell the pupil that the topic will be covered in a follow up lesson. If a member of staff is concerned by the questions asked, then they will follow the trust safeguarding policy.

Trust primary schools have clear parameters on what children will be taught in the transition year before moving to secondary school. This includes:

- Changes in the body related to puberty, such as periods and voice breaking;
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with these; and
- How a baby is conceived and born.

Our primary schools consult with parents/carers before the transition year about the detailed content of what will be taught. This process includes offering parents/carers sex and relationship education guidance support in talking to their children about sex and relationship education and how to link this with what is being taught in school.

6. RSE (relationships and sex education): secondary phase?

The aim of the RSE secondary curriculum is to give young people the information they need to develop healthy, nurturing relationships of all kinds, not just intimate ones.

Effective RSE does not encourage early sexual exploration. It teaches young people to understand human sexuality and to respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

RSE will provide a clear progression from what is taught in relationships education in primary school, and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. This includes online relationships and behaviours.

Pupils will be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. RSE LGBT+ is inclusive so that all pupils have an equal experience.

Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour will be addressed. This includes FGM, violence including honour-based violence, sexual abuse, neglect, emotional abuse, physical abuse and forced marriage.

Knowledge

<p>Families</p>	<p>Pupils should know</p> <p>That there are different types of committed, stable relationships.</p> <p>How these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>What marriage is, including the legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for examples, in an unregistered religious ceremony.</p> <p>Why marriage is an important relationship choice for many couples and why it must be freely entered into.</p> <p>The characteristics and legal status of other types of long-term relationships.</p> <p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.</p> <p>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 how to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p>
<p>Respectful relationships, including friendships</p>	<p>Pupils should know</p> <p>The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>That in the school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how to get help.</p> <p>That some types of behaviours with relationships are criminal, including violent behaviour and coercive control.</p> <p>What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>
<p>Online and media</p>	<p>Pupils should know</p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>About online risk, including that any material they provide to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Not to provide materials to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>What to do and where to get support to report material or manage issues</p>

	<p>online.</p> <p>The impact of viewing harmful content.</p> <p>That specifically sexually explicit material e.g. pornography presents a distorted view of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>How information and data is generated, collected, shared and used online.</p>
Being safe	<p>Pupils should know</p> <p>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.</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p>
Intimate and sexual relationships, including sexual health.	<p>Pupils should know</p> <p>How to recognise the characteristics and positive aspects of healthy one-to-one relationships, which include mutual respect, consent, loyalty, trust, shared interests, outlook, sex and friendship.</p> <p>That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women.</p> <p>That there are a range of strategies for identifying and managing sexual pressure including understanding peer pressure, resisting pressure and not pressuring others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptives, efficiency and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDS are transmitted, how risk can be reduced through safer sex (including condom use) and the importance of and facts about testing.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p>

7. The law on relationships and sex

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being

taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including ‘sexting’, youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or ‘county lines’ drugs operations)
- hate crime
- female genital mutilation (FGM)

8. What is meant by health education?

Physical health and mental wellbeing are intrinsically linked. Pupils will be taught about physical health and mental wellbeing to give them the information they need to make good decisions about their own health and wellbeing, provide them with appropriate strategies and signpost them to the correct institutions for any necessary help and advice.

Puberty including menstruation will be covered in health education. This will be addressed, as far as possible, before the onset. This will ensure that both male and female pupils are prepared for the changes they and they peers will experience.

Pupils will learn about the benefits of rationing time online and the risks of excessive use of electronic devices to their physical health and mental wellbeing.

Knowledge

	By the end of primary school, pupils should know:	By the end of secondary, pupils should know:
Mental wellbeing	<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 or words to use when talking about their own and others 	<ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a

	<ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>positive or negative effect on their own or others' mental health.</p> <ul style="list-style-type: none"> • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some 	<ul style="list-style-type: none"> • The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image, how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and Information is targeted at them and how to

	<p>computer games and online gaming, for example, are age restricted.</p> <ul style="list-style-type: none"> • 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. 	<p>be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks included 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. 	<ul style="list-style-type: none"> • The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat street. • The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • About the science relating to blood, organ and stem cell donation.
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and the risk associated with unhealthy eating (including, for example, obesity and tooth decay (and other behaviours (e.g. the impact of alcohol on diet or health)). 	<ul style="list-style-type: none"> • How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>The facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug-taking.</p>	<ul style="list-style-type: none"> • The facts about legal and illegal drugs and their associated risks including the link between drug use, and associated

		<p>risks including the link to serious mental health conditions.</p> <ul style="list-style-type: none"> • The law relating the supply and possession of illegal substances. • The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • The physical and psychological consequences of addiction, including alcohol dependency. • Awareness of the dangers of drugs which are prescribed but still present serious health risks. • The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.
<p>Health and prevention</p>	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the skin and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that 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 	<ul style="list-style-type: none"> • About personal hygiene, germs including bacteria. Viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation. • The importance of sufficient food quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

	<p>the importance of handwashing.</p> <ul style="list-style-type: none"> • The facts and science relating to immunization and vaccination. 	
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR¹ • The purpose of defibrillators and when one might be needed
Changing adolescent body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle 	<ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health.

9. Approaches to teaching relationship education, RSE and health education in BMAT schools

Learning described elsewhere in this policy is delivered following a variety of vehicles across the trust.

1. Timetabled lessons led by trained teaching staff.
2. A complete KS1 to KS5 curriculum map that utilises a spiral curriculum approach.
3. Discrete learning sessions.
4. Collapsed timetable days to be delivered by specialists and external experts.
5. The celebration of diverse sexualities through themed assemblies, days or events e.g. LGBT, history month
6. Input from professionals e.g. nurses and other health professionals.
7. Use of pre-prepared programmes, such as the Essex LA programme, Stonewall, Public Health England, Bank of England & the PSHE Association and other local business organisations.
8. Role play and case studies ('distancing techniques')
9. 'Circle time' (predominately in the primary phase) and discussion.
10. Printed information for pupils to keep for future reference.
11. Establishing ground rules for tackling difficult issues.
12. Providing opportunities for pupils to reflect on their learning.
13. Strategies that nurture listening, thinking and talking skills with reference to relationships, sex and health.
14. As part of the curriculum in other subjects (see below)

Parents and carers should be reassured that methods of teaching will not be influenced by the

¹ Cardio Pulmonary resuscitation is usually best taught after 12 years old.

particular opinions of staff and that such methods will fall within the boundaries of BMAT's single equality policy and the Equality Act 2010.

The quality of relationships education, RSE and health education will be monitored by the director of PSHE, SLT Leads and PSHE leaders within each school.

Assessment of pupils' progress: there will be assessment of previous knowledge and knowledge gained through evaluation sheets, student questionnaires and surveys and class-based work. There are no formal assessments.

10. Relationships education, RSE and health education links to national curriculum subjects.

The science curriculum at KS1 and KS2

- Teaching about the main external parts of the body using correct subject terminology.
- Changes in the human body from birth to old age, including old age.

The science curriculum at KS3 and KS4

- Reproduction in humans
- The structure and function of the male and female reproductive systems
- Menstrual cycle
- Gametes
- Fertilisation
- Gestation
- Birth
- HIV/AIDS

The PE curriculum

- Ensures pupils are physically active for sustained periods of time.
- Engage in competitive sport and activities.
- Lead healthy and active lives.

The citizenship curriculum

- Foster pupil's awareness and understanding of democracy, government and how laws are made and upheld.
- Explore social and political issues.
- Prepares pupils to be responsible citizens, manage their money well and make sound financial decisions.

The computing curriculum

- Covers e-safety with progression in the content to reflect the different and escalating risks young people face as they get older.

10. Inclusion

Ethnic groups and cultural groups

BMAT recognises that relationships, sex and health education needs to be sensitive to the needs of different ethnic groups which are part of our community. This will keep within the boundaries set out in our single equality policy and the Equality Act 2010 so that no one with a 'protected characteristic' will feel discriminated against because of race or ethnic origin.

Students with special needs

The trust will ensure that all young people receive relationships education, RSE and health education. We will offer provision appropriate to the particular needs of all students, taking specialist advice where necessary. Staff will consult the relevant EHCP and other information available through the SENCO e.g. the booklet released annually providing details about the SEN of individual pupils.

11. Confidentiality

BMAT has a separate confidentiality policy which should be applied to this relationships, sex and health education policy.

The confidentiality policy:

- reassures pupils that their best interests will be maintained;
- encourages pupils to talk to their parents or carers and gives them support to do so;
- ensures that pupils know that teachers cannot offer unconditional confidentiality;
- reassures pupils that, if confidentiality has to be broken, they will be informed first and then supported as appropriate;
- makes clear that if there is any possibility of abuse, we will follow the trust's safe guarding procedure;
- makes sure pupils are informed of sources of confidential help, for example, the school nurse, counsellor, GP or local young person's advice service; and
- outlines how ground rules in lessons will be used.

12. External agencies/visitors contributing to RSH education

From time to time BMAT may invite in local experts on issues relating to relationships, sex and health education as well as use health professionals associated with the trust, such as the relevant school's nurse. These visitors are used to enhance the learning of the pupils and not a replacement for the teacher. All health and other professionals and visitors will conform to the following:

- Visitors contributing to relationships, sex and health education will do so at the invitation of the trust and will be qualified to make an appropriate contribution.
- Visitors must agree with the aims of the trust, described at the head of this policy in delivering its policy of RSH education.
- When in class, visitors will be supervised by a teacher who will be present at all times.
- Visitors will follow the trust's child protection procedures if a disclosure occurs within the classroom setting.
- Visitors will submit details of the content of sessions and how they will be delivered. This will ensure that materials are reviewed (and adjusted) so that they meet the full range of pupils' needs.

13. Working with parents/carers

BMAT recognises that it works in partnership with parents/carers. Reflection around parents'/carers' own experiences of sex education can often lead to a productive discussion in which teachers and parents/carers can start planning relationships education, sex education and health education provision for their children. Schools will ensure that parents know what is being taught and when and will advise parents that they have the right to withdraw their child from sex education until they are 16.

The trust's relationships education, RSE and health education programme will complement and support parents/carers. They can be actively involved in the trust's programme by responding to any communication sent home about the programme or by making an appointment to talk to a member of trust staff.

14. Parental right to withdrawal

Relationships education and health education is mandatory for all pupils in BMAT schools as part of UK law. Parents do not have the right to withdraw their child from this education. Sex education is only mandatory in secondary schools. However, parents and carers do have the right to withdraw their child from sex education up until three full school terms prior to their child's sixteenth birthday. After that point, if the child wishes to receive sex education rather than being withdrawn, the school will make arrangements to provide the child with sex education during one of those terms.

BMAT believes that sex education is important for the personal development of all pupils. Parents/carers wishing to exercise their right to withdraw, however, should do so in writing to the appropriate headteacher/head of school. On receipt of the written request, the headteacher/head of school will invite the parents or carers to a meeting, at which the head or delegated member of staff will explain clearly BMAT's policy and seek to address the concerns of the parents/carers. If that is not possible, a risk assessment will be agreed to ensure the safeguarding of the child. The designated safeguarding lead will be consulted and the child will then be withdrawn from sex education. The school will document this process to ensure a record is kept.

15. Further reading

A breakdown of the PSHE curriculum and how it meets the relationships education, relationships and sex education (RSE) and health education guidance 2019 is available from the trust's director of PSHE.

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [National Citizen Service](#) guidance for schools.

Appendix A – School Information

School subject name that incorporates relationships, sex and health education	
School role name for co-ordination of the subject above	
Relationships, sex and health educator eg tutor, PSHE teacher, class teacher	
Number of relationships/RSE and health education lessons per year group	
Reception / Year 7	
Year 1 / Year 8	
Year 2 / Year 9	
Year 3 / Year 10	
Year 4 / Year 11	
Year 5 / Year 12	
Year 6 / Year 13	