

Trull Church of England

VA Primary School



PSHE/RSHE POLICY^[L]_[SEP] 2022

(SCARF Policy)

(Safety, Caring, Achievement, Resilience, Friendship)
Covering Personal, Social, Health and Economic Education (PSHE) and
Relationships, Sex and Health Education (RSHE)

I have come that they may have life, and have it to the full. John 10:10

DATE AGREED	POLICIES THAT LINK TO THIS POLICY
October 2022	
TO BE REVIEWED	
October 2023	Child Protection and Safeguarding Policy Behavioural Policy SEND Policy Inclusion Policy Equal Opportunities Policy Anti-Bullying Policy: Pupils Social, Emotional and Mental Health (SEMH) Policy E-safety Policy

Trull CE VA Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Trull School Vision

“I have come that they may have life, and have it to the full” John 10:10

We aim to nurture among everyone a real sense of purpose of who we are in the world, an appreciation of their own and of other cultures and beliefs and to know how special and unique they are in the eyes of God.

We want the children to leave school as well-rounded, caring, confident individuals and critical-thinkers, who have the skills, aspiration and resilience to be lifelong learners.

We aim to provide a safe environment in which every child has the opportunity to develop and enjoy his or her maximum potential. We strive for excellence not only in academic work, but also in creative, practical, sporting and social activities, so as to promote physical, mental and emotionally healthy lifestyles.

We strive to be at the centre of the local community with positive and effective links to wider and global communities providing equal opportunities for all. We believe Education is the most powerful gift, ours to give.

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

Aims of our PSHE/RSHE Policy:

- To outline the **INTENT** of the SCARF Curriculum, both in terms of statutory requirements and what we want for the pupils at Trull School
- To identify how the SCARF curriculum will be **IMPLEMENTED** at Trull School
- To highlight how the **IMPACT** of the SCARF curriculum will be measured across the school. ^[1]_[SEP] This policy covers all aspects of PSHE and the new DfE statutory RSHE guidance. ^[1]_[SEP]

The **INTENT** of our PSHE/ RSHE/ SCARF Curriculum

Introduction

- **Why is PSHE/ RSHE/ SCARF important?**

“PSHE education helps pupils to develop the knowledge, skills and attributes they need to manage life’s challenges and make the most of life’s opportunities.”

(PSHE Association)

“There's now a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education (PSHE) are critical to ensuring children are effective learners.”

Coram Life Education

Definitions

- **SCARF** stands for Safety, Caring, Achievement, Resilience, Friendship. This is the name of the programme of study which we follow at Trull School, provided by Coram Life Education. SCARF is a planned element of the whole curriculum that helps to give children the knowledge, skills, and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens in a rapidly changing world. The programme covers all aspects of Personal, Social, Health and Economic Education (PSHE), Relationships, Sex and Health Education (RSHE) and Citizenship. ^[L]_[SEP]
- **Personal and social development** is the sum total of all of the experiences, planned and unplanned, received by young people in the course of their time in school that promotes their spiritual, moral, social, cultural, mental and physical development, and thus the wellbeing of both the individual and ultimately the wider community. ^[L]_[SEP]
- **Relationships Education** is the programme of work that forms part of the basic curriculum. It covers all types of relationships including online, peer to peer, family and carer relationships. It also covers respect for others and staying safe. ^[L]_[SEP]
- **Sex Education** is a programme of work which follows the national curriculum for Science, including subject content in related areas such as the main external body parts, the human ^[L]_[SEP]body as it grows from birth to old age (including puberty) and reproduction. For more information, refer to science policy.
- **Health Education** is a programme of teaching about puberty, physical health and fitness, healthy eating, mental wellbeing, drugs, alcohol and tobacco. ^[L]_[SEP]
- **Citizenship Education** develops knowledge, skills and understanding that pupils need to play a full part in society as active and responsible citizens. Pupils learn about politics, parliament and voting and well as human rights, justice, the law and the economy. ^[L]_[SEP]

Aims of the PSHE/ RSHE/ SCARF Curriculum

^[L]_[SEP]The planned provision for PSHE and RSHE should not sit separately from other aspects of the school: it should be integral to a whole school approach that embodies the principles of personal and social development and active citizenship. ^[L]_[SEP]The values and ethos of the school will not only be made explicit in PSHE and RSHE, they will at times be shaped by what happens in PSHE and RSHE. The development of appropriate values is fundamental to PSHE and RSHE. There will be explicit teaching around values, and specifically Christian Values. It is of central importance for all members of staff (not just teachers) to adhere to an agreed set of values in all that they do at the school, to give consistent messages and to have consistent expectations. At Trull School a set of core Christian values have been identified. ^[L]_[SEP]

The aims of PSHE at Trull School are to enable the children to:

- Know and understand a healthy lifestyle
- Be aware of safety issues
- Understand what makes for good relationships with others
- Have respect for others
- Be independent members of a community, such as school
- Be positive and active members of a democratic society
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues
- Develop good relationships with other members of the community.
- Promote a positive sense of the self
- Promote good relationships with others
- Promote good attitudes towards others and an understanding of differences between people and their viewpoints
- Provide opportunities to share and explore life experiences/emotions/difficulties in groupings beyond the family
- Equip pupils with knowledge about the world in which we live;
- Equip pupils with the skills and attitudes to engage successfully in the task of learning
- Encourage reflection about beliefs, choices and values
- Promote a healthy and safe lifestyle
- Provide opportunities, responsibilities and experiences that will prepare pupils for the adult world

The aims of Relationship and Sex education at Trull School are:

- To ensure RSHE forms part of the school's broad, balanced curriculum and is an integral part of each child's all-round development.
- To ensure that both boys and girls are prepared for the changes adolescence brings, drawing on knowledge of the human life cycle set out in the National Curriculum for science - how a baby is conceived and born.
- To ensure that Health Education covers the key facts about puberty and the changing adolescent body.
- To enable pupils to understand the qualities of healthy relationships based on Christian principles, including the importance of marriage and lifelong commitments.
- To prepare children for healthy relationships in an online world.
- To understand how to stay safe, know the importance of boundaries and how to report abuse or feelings of being unsafe.
- Help pupils develop a positive and secure personal identity, a sense of their own value and feelings of confidence and empathy.
- Create a positive culture around issues of sexuality and relationship.
- To ensure that all understand the importance of respecting others and accepting those who differ, yet challenging those behaviours and attitudes which exploit others and do not reflect Christian values.

The **IMPLEMENTATION** of our PSHE/ RSHE/ SCARF Curriculum^[L]^[SEP]

Planning and Delivery

Statutory Requirements

This school complies with the requirements of the Equality Act and the Public Sector Equality Duty in addition to complying with the statutory guidance on Relationships Education, Sex Education (RSE) and Health Education. Sex Education is only statutory at Secondary School, not Primary school.

The statutory requirements for the teaching of Relationships Education, as outlined in the National Curriculum Programme of Study by the end of Primary School, are:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give ^[L]^[SEP]love, security and stability. ^[L]^[SEP]• the characteristics of healthy family life, commitment to each other, ^[L]^[SEP]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. ^[L]^[SEP]• 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. ^[L]^[SEP]• 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. ^[L]^[SEP]• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ^[L]^[SEP]• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ^[L]^[SEP]
Caring Friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how ^[L]^[SEP]people choose and make friends. ^[L]^[SEP]• the characteristics of friendships, including mutual respect, truthfulness, ^[L]^[SEP]trustworthiness, loyalty, kindness, generosity, trust, sharing interests and ^[L]^[SEP]experiences and support with problems and difficulties. ^[L]^[SEP]• that healthy friendships are positive and welcoming towards others, and do ^[L]^[SEP]not make others feel lonely or excluded. ^[L]^[SEP]• that most friendships have ups and downs, and that these can often be ^[L]^[SEP]worked through so that the friendship is repaired or even strengthened, ^[L]^[SEP]and that resorting to

	<p>violence is never right. [L][SEP]</p> <ul style="list-style-type: none"> • how to recognise who to trust and who not to trust, how to judge when a [L][SEP]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. [L][SEP]
Respectful Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different [L][SEP]from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. [L][SEP] • practical steps they can take in a range of different contexts to improve or support respectful relationships. [L][SEP] • the conventions of courtesy and manners. [L][SEP] • the importance of self-respect and how this links to their own happiness. [L][SEP] • that in school and in wider society they can expect to be treated with [L][SEP]respect by others, and that in turn they should show due respect to others, [L][SEP]including those in positions of authority. [L][SEP] • about different types of bullying (including cyberbullying), the impact of [L][SEP]bullying, responsibilities of bystanders (primarily reporting bullying to an [L][SEP]adult) and how to get help. [L][SEP] • what a stereotype is, and how stereotypes can be unfair, negative or [L][SEP]destructive. [L][SEP] • the importance of permission-seeking and giving in relationships with [L][SEP]friends, peers and adults. [L][SEP]

Online Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending [L][SEP]to be someone they are not. [L][SEP] • that the same principles apply to online relationships as to face-to-face [L][SEP]relationships, including the importance of respect for others online [L][SEP]including when we are anonymous. [L][SEP] • the rules and principles for keeping safe online, how to recognise risks, [L][SEP]harmful content and contact, and how to report them. [L][SEP] • how to critically consider their online friendships and sources of [L][SEP]information including awareness of the risks associated with people they [L][SEP]have never met. [L][SEP] • how information and data is shared and used online. [L][SEP]
Being Safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and [L][SEP]others

	<p>(including in a digital context). [L] [SEP]</p> <ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and [L] [SEP] adults; including that it is not always right to keep secrets if they relate to [L] [SEP] being safe. [L] [SEP] • that each person's body belongs to them, and the differences between [L] [SEP] appropriate and inappropriate or unsafe physical, and other, contact. [L] [SEP] • how to respond safely and appropriately to adults they may encounter (in [L] [SEP] all contexts, including online) whom they do not know. [L] [SEP] • how to recognise and report feelings of being unsafe or feeling bad about [L] [SEP] any adult. [L] [SEP] • how to ask for advice or help for themselves or others, and to keep trying [L] [SEP] until they are heard. [L] [SEP] • how to report concerns or abuse, and the vocabulary and confidence [L] [SEP] needed to do so. [L] [SEP] • where to get advice e.g. family, school and/or other sources. [L] [SEP]
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The statutory requirements for the teaching of Physical Health and Mental Wellbeing Education, as outlined in the National Curriculum Programme of Study by the end of Primary School, are:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as [L] [SEP] physical health. [L] [SEP] • that there is a normal range of emotions (e.g. happiness, sadness, anger, [L] [SEP] fear, surprise, nervousness) and scale of emotions that all humans [L] [SEP] experience in relation to different experiences and situations. [L] [SEP] • how to recognise and talk about their emotions, including having a varied [L] [SEP] vocabulary of words to use when talking about their own and others' [L] [SEP] feelings. [L] [SEP] • how to judge whether what they are feeling and how they are behaving is [L] [SEP] appropriate and proportionate. [L] [SEP] • the benefits of physical exercise, time outdoors, community participation, [L] [SEP] voluntary and service-based activity on mental wellbeing and happiness. [L] [SEP]
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	<ul style="list-style-type: none"> • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. [L] [SEP] • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. [L] [SEP] • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. [L] [SEP] • 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). [L] [SEP] • 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. [L] [SEP]
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many [L] [SEP] benefits. [L] [SEP] • about the benefits of rationing time spent online, the risks of excessive time [L] [SEP] spent on electronic devices and the impact of positive and negative content [L] [SEP] online on their own and others' mental and physical wellbeing. [L] [SEP] • how to consider the effect of their online actions on others and know how to [L] [SEP] recognise and display respectful behaviour online and the importance of [L] [SEP] keeping personal information private. [L] [SEP] • why social media, some computer games and online gaming, for example, [L] [SEP] are age restricted. [L] [SEP] • that the internet can also be a negative place where online abuse, trolling, [L] [SEP] bullying and harassment can take place, which can have a negative impact [L] [SEP] on mental health. [L] [SEP] • how to be a discerning consumer of information online including [L] [SEP] understanding that information, including that from search engines, is [L] [SEP] ranked, selected and targeted. [L] [SEP] • where and how to report concerns and get support with issues online. [L] [SEP]
Physical Health and Fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. [L] [SEP] • the importance of building regular exercise into daily and weekly routines [L] [SEP] and how to achieve this; for example walking or cycling to school, a daily [L] [SEP] active mile or other forms of regular, vigorous exercise. [L] [SEP] • the risks associated with an inactive lifestyle (including obesity). [L] [SEP]

	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if ^[L]^[SEP]they are worried about their health. ^[L]^[SEP]
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other ^[L]^[SEP]nutritional content). ^[L]^[SEP] • the principles of planning and preparing a range of healthy meals. ^[L]^[SEP] • 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	<p>Pupils should know^[L]^[SEP]• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Health and Prevention	<p>Pupils should know</p> <p>how to recognise early signs of physical illness, such as weight loss, or ^[L]^[SEP]unexplained changes to the body. ^[L]^[SEP]</p> <p>about safe and unsafe exposure to the sun, and how to reduce the risk of ^[L]^[SEP]sun damage, including skin cancer. ^[L]^[SEP]</p> <p>the importance of sufficient good quality sleep for good health and that a ^[L]^[SEP]lack of sleep can affect weight, mood and ability to learn. ^[L]^[SEP]</p> <p>about dental health and the benefits of good oral hygiene and dental ^[L]^[SEP]flossing, including regular check-ups at the dentist. ^[L]^[SEP]</p> <p>about personal hygiene and germs including bacteria, viruses, how they are ^[L]^[SEP]spread and treated, and the importance of handwashing. ^[L]^[SEP]</p> <p>the facts and science relating to allergies, immunisation and vaccination. ^[L]^[SEP]</p>
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. ^[L]^[SEP] • concepts of basic first-aid, for example dealing with common injuries, ^[L]^[SEP]including head injuries. ^[L]^[SEP]
Changing Adolescent Body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from ^[L]^[SEP]age 9 through to age 11, including physical and emotional changes. ^[L]^[SEP] • about menstrual wellbeing including the key facts about the menstrual cycle. ^[L]^[SEP]

● **How is the PSHE/ RSHE/ SCARF Curriculum planned?**

At Trull School, we are committed to providing a broad and balanced curriculum, which provides rich opportunities for children to explore a range of subjects, thus developing a variety of knowledge, skills and interests, which they can apply to opportunities, responsibilities and experiences in later life.

We value the individuality of our children and their various curriculum strengths and interests. As a school, we aim to provide opportunities for children to build upon these to become the best that they can be:

We have developed a PSHE/ RSHE/ SCARF curriculum which:

- is reflective of our Church School Distinctiveness;^[1]^[SEP]
- starts from what the children already know i.e. their own bodies and life experiences, to provide a foundation for the development of knowledge and skills;^[1]^[SEP]
- is logically sequenced so that new knowledge and skills build on what has been taught before;
- uses a spiral approach so that children have an opportunity to connect new knowledge with existing knowledge;^[1]^[SEP]
- clearly identifies the key learning intentions within a theme and ensures that there is a clear link between these and the activities planned for the children.

Curriculum Overview^[1]^[SEP]

The curriculum overview for each year group can be found in Appendix B.

PSHE and RSHE in the Foundation Stage

As in the rest of the school, there are core units and lessons in the SCARF curriculum overview which are taught in Reception. Children learn through play as well as through specific teaching and learning opportunities, lessons and experiences planned by the class teacher.

Cross-Curricular Links

At Trull School we recognise that children learn best when they are able to make meaningful and relevant links between different areas of learning. Cross-curricular learning enables children to begin connecting new knowledge with existing knowledge, thus supporting its transfer into long-term memory.

Teaching and Learning in SCARF at Trull School particularly lends itself to cross-curricular learning, relating to different subjects as follows:

Curriculum links

The school seeks opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning.

Relationships, sex 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.
- **Citizenship** – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- **PSHE** – pupils learn about respect and difference, values and characteristics of individuals.

Recording of work in PSHE/ RSHE/ SCARF

All children in Key Stage 1 and 2 have a Floor Book, which is used for recording their personal thoughts and feelings regarding subject matter that has been covered through the SCARF curriculum. All children also have a SCARF folder in which other pieces of work linked to SCARF may be placed.

In the Foundation Stage evidence is recorded using Tapestry software and contributes to children's ongoing learning journey portfolio.

Examples of children's work will be retained to provide evidence of on-going SCARF, including photographic evidence of lessons, displays and presentations.

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 which will include a mixture of the following:

- Self-evaluations
- Lesson observations
- Learning walks
- Work scrutiny
- Lesson planning scrutiny

The relationships, sex and health education subject leader will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

Leadership and Management of PSHE/ RSHE/ SCARF

Roles and responsibilities

The governing board 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.
- 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 an **annual** basis.

The relationships, sex and health education 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, **sex** and health curriculum.
- Ensuring the relationships, **sex** and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, **sex** 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 **headteacher**.

SEP

Staff are responsible for: SEP

- Delivering a high-quality and age-appropriate relationships, **sex** 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, **sex** and health education.
- Responding to any safeguarding concerns in line with the **Child Protection and 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 **relationships, sex and health education 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.

Inclusion SEP

At our school we teach PSHE/RSHE/SCARF to all children, whatever their ability. Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs or disabilities. SCARF forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our SCARF teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. SEP We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. SEP When

progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. [SEP]

Parents are provided with the following information:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations

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.

As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

The headteacher will automatically grant withdrawal requests however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

The headteacher will discuss with the parent, the benefits of receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

The parent will be informed in writing of the headteacher's decision.

Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

Equality and accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability

- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

Teachers will, however, alert the headteacher 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 and review

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher. The next date for review is: September 2023.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Signed by:

Karen Wedlake

Headteacher

Date: September 2022

Tanya Hughes

Chair of governors

Date: September 2022