



Centre Academy East Anglia

Personal, Social, Health and Economic Wellbeing (PSHE) and Relationship and Sex Education (RSE) Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

On Website

Next Review: September 2021

Signed:

A handwritten signature in black ink, appearing to read 'D. Rollo'.

Date: 19/04/21

Principal and CEO

Dr Rollo

Signed:

A handwritten signature in black ink, appearing to read 'K. Salthouse'.

Date: 19/04/21

PSHE (including RSE)

Introduction

We are aware at Centre Academy East Anglia that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral, and social lives in a positive way.

The Secretary of State has made Relationships Education compulsory in all primary schools and Relationships and Sex Education compulsory in all secondary schools.

Therefore, as of September 2020 RSE has been taught at CAEA within the personal, social, health and economic (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in ICT and religious education (RE).

PSHE

Principles

PSHE at Centre Academy East Anglia is concerned with the personal, social, health and economic well-being and welfare of the pupils in our school. PSHE enables pupils to become effective learners and supports them as they move from childhood through adolescence to become independent young people and effective citizens.

PSHE helps pupils to:

- acquire knowledge and understanding of themselves, of others and of the world they live in;
- develop skills for living;
- understand and manage their emotions;
- become morally and socially responsible;
- take on a range of roles and relationships;
- recognise different relationship styles and acceptance;
- value themselves and respect others;
- contribute to their community;
- appreciate difference and diversity;
- participate actively in our democracy;
- safeguard the environment;
- act in the wider world in a way that makes the most of their own and others' human potential.

The school aims to:

- promote a positive sense of the self;
- promote good relationships with others, regardless of sexuality and beliefs;
- 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 Curriculum

CAEA works with the guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

CAEA teaches PSHE/Relationships Education (for Primary aged) as set out in this policy.

- The direct teaching of PSHE follows a thematic approach.
- Circle Time, for junior students, and Tutor periods for all students, encourages the participation of individuals as part of a large group, respect for everyone's views, talking and listening for all, inclusion of all adults and pupils and the sharing of ideas with the whole group.
- Opportunities are given to use either of the above to respond to issues which may arise within the class, school, locality or world.
- All subjects contribute to the PSHE curriculum but Science, RE and RSE have a particular role to play and indeed, complement the subject area.
- Special events give pupils the opportunity to work together in a different context.
- Termly sessions in specific groups, for example younger girls, teenage boys, with clearly differentiated age levels, allow for more targeted teaching on the issues that students can be concerned about.
- Time is always available to enable pupils to work through personal problems or issues, either in school or boarding.
- Lessons are taught weekly.
- Special visitors can share knowledge and experience with pupils so that they can extend their perspective on issues.

Teaching and Learning

Personal, social and health education is embedded in the school *ethos*. It is discretely taught through interactive learning. Discussion, debate and circle time are used to develop interactive learning and, therefore, implement effective personal, social and health education across the curriculum.

The interactive method is used to encourage:

- the participation of individuals as part of specific groups;
- respect for everyone's views;
- talking and listening for all;
- the inclusion of all adults and pupils, and the sharing of ideas with the whole group;

Lessons include time for:

- individual reflection on the subject at hand;
- small group decisions and decision-making ;
- the sharing of ideas by the whole class;
- opportunities for reporting back;
- planning for implementing activities relating to what has been learned/decided, where appropriate.

Assessment and Recording

- Teachers observe and assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day.
- There is ongoing informal assessment throughout each term.
- Pupils are set termly targets which will be reviewed.
- All teachers, teaching assistants, boarding staff, domestic staff and administrative staff are responsible for informing the teachers of individual pupils about notable points of personal and social development.

Citizenship

The incorporation of citizenship in PSHE at Key Stages 1 and 2 as well as 3 allows for an integrated approach to the major themes of citizenship. These are: Rules, Communities, Conflict, Making Choices and Responsibility. These themes cover British values, diversity and inclusion, whilst also addressing British politics and voting.

Examples are:

- What is expected of me in the family, school, and the wider world?
- What do I need to know about the systems in place for the running of that world?

Inclusion

PSHE positively supports the school's *ethos*. The staff ensures that all children will have an equal opportunity to develop their potential within PSHE, RE, RSE and Citizenship, regardless of gender, ability, cultural or religious background in line with the school's policy on equal opportunities. All pupils and staff participate in termly specific sessions.

Substance Use and Misuse

For the purposes of this policy 'substances' are defined as follows: all legal drugs, alcohol, tobacco, volatile substances, illegal drugs & over the counter & prescription medicines. We accept that drugs and substances usually alter our body chemistry, feelings and perceptions. We acknowledge that alcohol, tobacco and illicit substances are part of young people's lives. We also acknowledge that the number of young people who use and misuse substances is rising; we also recognise that a larger number of young people are choosing not to use or misuse substances. Our aim and approach therefore is in line with the National Curriculum, the Government's 10 year Strategy for Tackling Drug Misuse and advice from the Department for Education.

At CAEA, “Substance Use and Misuse” is taught as part of the Personal Social and Health Education Curriculum. Units of work have been designed to ensure a sequential development of skills, knowledge and attitudes in children. The planned programme provides accurate information about substances relevant to the pupil’s age and maturity, is responsive to pupil’s needs and will develop an holistic awareness of substances. The taught content of each unit is based on the assessed knowledge of the class ensuring the match of teaching to the maturity of the pupils involved, which may not always be adequately indicated by their chronological age.

We value substance education as part of our holistic view of health education and it is thus a vital part of our whole approach and commitment to being a healthy school. Our substance education therefore:

- Enables pupils to make healthy, informed choices by increasing knowledge, exploring their own and other people’s attitudes and developing and practising skills
- Promotes positive attitudes towards healthy lifestyles
- Provides accurate information about substances
- Increases understanding about the implications and possible consequences of use and misuse
- Encourages an understanding for those experiencing or likely to experience substance use
- Widens understanding about related health and social issues

Confidentiality

Class Teachers conduct PSHE lessons in a sensitive manner and in confidence. Children’s questions are answered as honestly and fully as appropriate. However, if a child makes reference to anything which gives cause for concern (e.g. sexual abuse, illegal substance use) then clearly such matters cannot remain confidential. Staff will report such incidents to the DSL who will decide whether the matter should be dealt with as a child protection/safeguarding issue. (See Child Protection and Safeguarding Policy).

Staff will also refer to parents’ questions which arise that are outside the schemes of work.

Visits, Visitors and the Use of Outside Agencies

CAEA uses several outside agencies to contribute to the PSHE programme. e.g. Fire-fighters and Community Police. These visitors have been carefully checked. Preparation and planning of such visits is carefully undertaken in order to maximise the benefits of the visit. Visitors are made aware of the School’s PSHE policy and expectations with regard to confidentiality. Visitors do not take sole responsibility for classes and class teachers or teaching assistants are always present.

Homework and the Role of Parents and Carers

The personal, social and health education of the school’s pupils is a responsibility of all adults involved.

The Home School Agreement, as put forth in our General and Boarding Handbooks, encompasses the contribution that pupils, parents and the school are expected to make so that the school can function as an effective community with a strong *ethos*. This is supported with regular communications with parents/carers.

The Contribution of PSHE to Other Aspects of the Curriculum

PSHE involves all aspects of being alive in the world. Therefore, all subjects contain some aspects of PSHE. Literature, history, physical education and science are the obvious ones.

On the other hand, specific PSHE provides rich opportunities for pupils to:

- understand the significance of what they learn for themselves in relationship to their life experiences and choices;
- develop their spiritual, moral, and cultural awareness;
- develop and apply the key skills of communication, working with others, improving their own learning performance and problem solving;
- develop and apply thinking skills for information processing, reasoning, enquiry, creative thinking and evaluation.

Staff Development and Training Opportunities

Many of the issues raised in PSHE activities are sensitive. It is important that all staff, particularly teachers and care staff, are aware of the different dynamics in the class.

Developing Staff Confidence and Competence:

- teachers attend appropriate conferences;
- training needs are identified through induction programmes and performance management;
- any teacher who has attended a conference will arrange for relevant advice and information from courses to be disseminated and, where appropriate, to be included in improvement planning and turned into practice;
- where necessary, the Head of School arranges school-based training.

Leadership and Management Roles

The Senior Management Team (SMT) has the responsibility to take a lead in developing PSHE across the school within the school's "Improvement Plan," monitoring the effectiveness of teaching and learning and the use of resources. Teachers and educational support staff can expect informal support from the SMT and support arising from the "Improvement Plan" and identified in performance management and induction programmes.

How the subject is monitored and evaluated

All teachers are responsible for monitoring the pupils' progress and the quality of PSHE provided but the subject leader takes a lead in this. Consultation with parents and the involvement of pupils in both planning and monitoring are encouraged at all stages.

Review

This policy will be reviewed annually in line with the school's policy review programme.

RSE: Relationship and Sex Education

The New Guidance

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health

Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.

The Purpose and Aims of RSE at Centre Academy

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). RSE is designed to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- Help students develop feelings of self-respect, confidence and empathy and to understand that love and care is required in relationships.
- Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Know about the risks of being online and how to stay safe.

- Know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- Know where and how to seek information and advice when they need help.
- Be able to recognize when something is risky or unsafe.
- Support all young people to stay safe and prepare for life in modern Britain.

Across all Key Stages, pupils are supported by developing the following skills:

Communication, including how to manage changing relationships and emotions

Assertiveness

Informed decision-making

Self-respect and empathy for others

Recognizing and maximizing a healthy lifestyle

Managing conflict

Discussion and group work

These skills are taught within the context of family life.

The Vision for Safe and Effective RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

As a school our RSE programme focuses on giving young people the information they need to help them develop healthy and nurturing relationships of all kinds including:

Families

Respectful relationships, including friendships

Online and media

Being safe

Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life. We take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Outcomes

- RSE is about the understanding of the importance of a stable and loving relationship.
- RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information and exploring issues and values.
- Our curriculum is also designed to support children growing up in an increasingly complex and digital world.

- We aim to support children to make the right decisions and keep themselves safe and happy.
- RSE is not about the promotion of sexual activity.

Roles and Responsibilities

The Head of School/Principal will:

- Oversee the overall implementation of this policy
- Ensure staff are suitably trained to deliver the subjects
- Ensure that parents are fully informed of this policy
- Review requests from parents to withdraw their children from particular subjects
- Discuss requests for withdrawal with parents
- Organise alternative education for pupils, where necessary, that is appropriate and purposeful

Class Teachers will:

- Deliver a high-quality and age-appropriate curriculum in line with statutory requirements
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils
- Ensure they do not express personal views or beliefs when delivering the programme
- Model positive attitudes to relationships, health and sex education.
- Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy
- Act in accordance with planning, monitoring and assessment requirements for the subjects
- Liaise with the SENCO to identify and respond to individual needs of pupils with SEND
- Work with the Senior Management Team and curriculum leaders to evaluate the quality of provision

Parents/Carers will:

- Support school staff to shape the curriculum for relationships, health and sex education
- Communicate openly and constructively with school staff regarding relationships, health and sex education
- Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education

The Right to be Excused from Sex Education (commonly referred to as the Right to Withdraw)

Parents are encouraged to talk to their children about the RSE and PSHE they receive at school and to put this into context within the family home, in line with their own values and beliefs. Parents are encouraged to speak to the class teacher in the first instance if they have any questions about any aspect of the programme of work. Additionally, parent meetings can inform parents of the school's approach.

- Parents have the right to request that their child be withdrawn from some or all of **sex education** delivered as part of statutory RSE. Requests for withdrawal should be put in writing and addressed to the Head of School. A copy of withdrawal requests will be placed in the pupil's educational record. The Head of School will discuss the request with parents and take appropriate action. Before granting any such request the Head of School will attempt to discuss the request with parents and, as appropriate, with the child to ensure that their

wishes are understood and to clarify the nature and purpose of the curriculum. CAEA will document this process to ensure a record is kept.

- The Head of School will attempt to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. (The detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.)
- Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. The Senior Management Team (SMT) will take into account a pupil's specific needs arising from their SEND when making any decisions.
- CAEA will automatically grant any request to withdraw a pupil from any sex education delivered in the junior school, other than as part of the science curriculum.
- If a pupil is excused from sex education, CAEA will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- There is no right to withdraw from Relationships Education or Health Education.

The delivery of RSE is monitored by the SMT; PSHE and RSE are led through planning scrutiny, learning walks and peer observations.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE and RSE teacher annually in line with the school's policy review programme. At every review, the policy will be approved by the headteacher and or SMT.

Curriculum Design: What will be taught?

Relationships Education (Primary)

- The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary level.
- Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play and in negotiations about space, toys, books, resources and so on.
- From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

- The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.
- Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked-after children or young carers.
- A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school- wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others, locally or more widely.
- Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.
- Through Relationships Education (and RSE), CAEA teaches pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At primary level, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

Relationships and Sex Education (RSE) Secondary

- The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable

them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

- Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.
- 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. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow pupils to raise issues anonymously.
- RSE should provide clear progression from what is taught in primary school in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.
- Pupils should understand the benefits of healthy relationships to their, and others, mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.
- As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth. There are many ways in which at the secondary level the school should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.
- Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way. All pupils should feel that the content is relevant to them and their developing sexuality. Sexual orientation and gender identity should be explored at a timely point and in a clear, sensitive and respectful manner. When teaching about these topics, it must be recognised that young people may be discovering or understanding their sexual orientation or gender identity. There should be an equal opportunity to explore the features of stable and healthy same sex relationships. This should be integrated appropriately into the RSE programme, rather than addressed separately or in only one lesson.

- We recognise that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.
- The law, faith, British values and Politics can also be addressed during other subjects for example, Current Affairs, tutor periods and RE.
- Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.
- Grooming, sexual exploitation and domestic abuse, including coercive and controlling behaviour, should also be addressed sensitively and clearly. Schools should address the physical and emotional damage caused by female genital mutilation (FGM). They should also be taught where to find support and that it is a criminal offence to perform or assist in the performance of FGM or fail to protect a person for whom you are responsible from FGM. As well as addressing this in the context of the law, pupils may also need support to recognise when relationships (including family relationships) are unhealthy or abusive (including the unacceptability of neglect, emotional, sexual and physical abuse and violence, including honour-based violence and forced marriage) and strategies to manage this or access support for oneself or others at risk. We are also mindful that for pupils who are or have experienced unhealthy or unsafe relationships at home or socially. We may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.
- Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online. This will include how to recognise risks, harmful content and contact, and how and to whom to report issues. Pupils should have a strong understanding of how data is generated, collected, shared and used online, for example, how personal data is captured on social media or understanding the way that businesses may exploit the data available to them.
- Some pupils are also exposed to harmful behaviours online, and via other forms of media, which may normalise violent sexual behaviours. A focus on healthy relationships and broader Relationships Education can help young people understand acceptable behaviours in relationships. Additionally, teaching on-line safety will support students behaviours and responses when on line.

Delivery methods

- CAEA has deemed it appropriate to teach RSE (relationships and health education) to our Primary children and RSE (relationships, sex education and health education) to our secondary children. This is reviewed and adapted if required, and takes pupils', classes and parents' individual needs into consideration.
- Teachers will take a balanced, non-judgemental approach to delivery, acknowledging different views and values, explaining where the topics will be embedded within the curriculum.
- RSE is delivered through science, PSHE, computing, outside speakers, forest schools etc and the frequency and format of this – weekly session, assemblies, circle time etc.

- A range of teaching methods are used to deliver RSE that best meets the needs of each class/year group. As cohorts are dynamic and vary each year, teachers use their knowledge of the class and their professional judgement and expertise to select appropriate resources and activities.
- As with any topic, pupils are likely to be inquisitive and ask questions to further their knowledge and understanding, and this may be outside the planned teaching content. To manage this effectively, teachers and all staff members are aware that views around RSE issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.
- Both formal and informal RSE questions from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. CAEA believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.
- CAEA believes that RSE Education should meet the needs of all pupils, answer appropriate questions and offer support. This should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. When choosing how to answer questions, teachers will consider age appropriateness and whether to answer individually or as a whole class approach, and if parental involvement is appropriate.

How Will this be Inclusive?

The content is made accessible to all pupils, including those with special educational needs and disabilities (SEND). CAEA teachers assess the needs of our pupils and ensure appropriate support is in place. Family diversity is represented throughout the school to represent wider society, including same-sex parents, single parents, adoption and fostering, children living with grandparents, siblings or wider family etc. Resources and teaching reflect this to ensure all children feel valued, included and represented. Stereotypes are challenged around gender in RSE, PSHE and the wider curriculum and school ethos, so all pupils feel recognised, respected, and equal.

Assessment and Recording

- Teachers observe and assess the pupils' response to the tasks set in planned activities as well as their response in other lessons and across the school day.
- There is ongoing informal assessment throughout each term.
- Pupils are set termly personal targets which are reviewed.
- Termly reports to parents
- All teachers, teaching assistants, boarding staff, domestic staff and administrative staff are responsible for informing the teachers of individual pupils about notable points of personal and social development.

Confidentiality and Safeguarding:

The exploration of sensitive issues may lead to disclosures of a child protection concern and that boundaries around confidentiality will be clearly explained to pupils through class group agreements. Pupils are made aware that whilst staff will endeavour to respect a pupil's confidence,

if they suspect the child or another may be at risk, this confidentiality will need to be breached and this, including why, will be explained to the pupil.

Safe and effective practice

High quality RSE is taught;

- by a member of teaching staff who is known to the pupils.
- in a familiar and comfortable environment
- adhering to the school's agreed curriculum content which is age and stage appropriate
- using resources and teaching methods which have been approved by the PSHE lead and the SMT
- through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps
- in a sequence of lessons which build knowledge and understanding at a gentle pace

Teachers ensure that the learning environment is safe by;

- setting clear ground rules which are to be adhered to by all staff and pupils present
- organising seating so that pupils do not feel threatened or embarrassed
- making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons
- ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate
- providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content
- providing regular opportunities for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This also provides the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered
- giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation)

Ground rules might include;

- allowing others to speak without interruption or judgement
- avoiding giving personal information or asking others to do so
- accepting that people will hold a range of views
- being respectful to everyone in the lesson at all times
- discussing and challenging viewpoints respectfully
- accepting that people will have a range of knowledge and understanding

De-personalisation techniques are used to;

- allow pupils to share and explore different aspects of RSE without fear of being judged or labelled
- allow pupils to consider issues that they have not had experience of
- support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences
- teach pupils that all issues which affect society, such as discrimination, are relevant to everyone
- **The teaching of sensitive and controversial issues must;**
- not be avoided because they are difficult to teach
- be supported by the SMT, enabling teachers to deliver the lessons safely and effectively
- be supported by relevant school staff who have been made aware when these issues will be being taught in order that any issues arising can be dealt with promptly and effectively
- be communicated to parents and carers well in advance so that they are aware of the broad content of lessons and also the period of time in which they will be taught

Safeguarding

How will child protection, safeguarding and confidentiality protocols support this?

- Recognition that effective RSE explores appropriate actions in relationships which can lead to disclosures from students requiring a safeguarding referral to DSL
- In the event of a disclosure staff follow CAEA's safeguarding referral procedure
- Prior to teaching of RSE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met
- While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure
- Staff are trained in and have knowledge of specific safeguarding issues including Prevent and FGM and their professional responsibilities pertaining to these

Visitors/outside agencies – how will they be informed about safeguarding and the whole school approach?

- Recognition that there may be times when a suitably trained and/or experience visitor may be invited to speak to students and contribute to the delivery of RSE
- Visitors are sent and become familiar with relevant policies in advance
- Content of session discussed and agreed, with resources checked in advance
- CAEA's own procedures with regard to visitors on site

Protocols to support those at risk/vulnerable:

- DSL will decide most appropriate course of action following any safeguarding referral
- Ensuring all students receive age appropriate RSE
- Provision offered is appropriate to needs of students
- Further places of support are signposted in lessons

Please read this policy in conjunction with:

Child Protection and Safeguarding Policy

On Line Safety Policy

