Woodland Academy Trust

Personal Development Policy

(Including Relationships and Health Education)

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Contents

Statement of intent

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At Woodland Academy Trust, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. At WAT, we are committed to delivering a sex education curriculum.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing, including online relationships (after education).

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

This policy is informed by our trust ethos which aims to achieve the best possible outcomes for all of our children. We draw upon the trust values of inclusivity and compassion to provide opportunities, which allow for the development of our pupils' individuality.

This policy is to be followed alongside other supporting policies, including but not limited to child protection and safeguarding policies, behaviour and relationships policy and inclusion policies.

1. Legal framework

1.1. This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

2. Organisation of the curriculum

2.1. Every primary school is required to deliver statutory relationships education and health education.

2.2. For the purpose of this policy, **"relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

2.3. For the purpose of this policy, **"health education"** is defined as teaching pupils about physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

2.4. The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's Personal Development curriculum.

2.5. The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

2.6. The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

2.7. Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- Organising a meeting with the headteacher.

2.8. The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

2.9. When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

2.10. This policy takes into account the Trust safeguarding/child protection policy.

3. Consultation with parents and carers

3.1. The school understands the important role parents and carers play in enhancing their children's understanding of relationships and health. Similarly, we also understand how important parents' and carers' views are in shaping the curriculum.

3.2. The school aims to build positive relationships with parents and carers by inviting them into school to discuss what will be taught, address any concerns and help parents and carers in managing conversations with their children on the issues covered by the curriculum.

3.3. Parents and carers are consulted in the review of the curriculum and are encouraged to provide their views at any time.

3.4. The policy is available in different formats to parents and carers through request from each school office.

4. Equality and Diversity

4.1. 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

4.2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.

4.3. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

5. Withdrawing from the subjects

5.1. Relationships and health education are statutory at primary and parents **do not** have the right to withdraw their child from the subjects.

5.2. 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.

5.3. The headteacher will automatically grant withdrawal requests in accordance with point 5.2; 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.

5.4. The headteacher will discuss with the parent, the benefits or 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.

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

5.6. 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.

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

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

6. Monitoring and review

6.1. This policy will be reviewed on an annual basis by the Director of Education.

6.2. 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.

6.3. The Executive Board is responsible for approving this policy.

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

7. Confidentiality and handling disclosures

7.1. Due to the nature of Personal Development education, pupils' learning may result in them seeking advice or support on a specific personal issue. Teachers cannot offer complete confidentiality; it is important for everyone's safety that teachers and pupils are clear about what can and cannot be kept confidential. It is also very important for external contributors, including school nurses, to be clear about these rules and that whilst working in the classroom, they are bound by the *school's* confidentiality policy, not their own.

7.2. The schools' safeguarding policies and procedures are to be followed at all times.

8. Curriculum Design

8.1 Pupils are taught in their class groups by their class teacher or a known adult.

8.2 Pupils are taught Health Education, Relationships Education, British Values, and Character Education through weekly Personal Development lessons.

8.3 Lessons are mapped out across the whole school to ensure that previous knowledge is revisited and built upon through an age-appropriate curriculum that sensitively reflects current affairs.

8.4 Ongoing assessment for learning is used to inform the teacher's planning and where subjects could be of a more sensitive nature to a cohort or individual, the class teacher or appropriate staff member will build in 'check-ins'.

8.5 Personal Development lesson plans are adapted by the class teacher to meet the needs of their class.

8.6 Lessons are deemed age appropriate and cover all outcomes as set out by the Department for Education.

8.7 Character Education lessons follow a termly theme as detailed below:

Term	Character
Autumn 1	Respect and Honesty
Autumn 2	Teamwork and Collaboration
Spring 1	Love of Learning
Spring 2	Resilience, Independence and Tolerance.
Summer 1	Pride, Aspiration and Achievement.
Summer 2	Creativity and Curiosity.

8.8 Thematic Model - This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; Relationships; and Living in the Wider World) over the school year, with three topics per half term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media