



ST. MARY'S
ACADEMY TRUST

The Mill Academy

St Mary's Academy Trust

Relationships, Sex and Health Education Policy

Date agreed by Performance and Standards committee:

Date to be reviewed: April 2025

This policy was written in consultation with parents and carers which took place on

Parents and carers will be consulted in the two weeks before the review date to ensure that they are fully involved in the review process of this policy.

Principles

We believe that Relationships, Sex and Health Education is vital for the personal, social and emotional development of our pupils. It equips children and young people with the knowledge, skills and values they need to develop safe, respectful and enjoyable relationships and empowers them to take responsibility for their physical health and mental well-being. The St Mary's Academy Trust believes that all children and young people have a right to a holistic, inclusive and needs-led Relationships, Sex and Health Education. Through our trust key values of care, collaboration, integrity and respect, all schools are committed to ensuring equality for all of our children and to celebrate difference. We recognise that at the heart of this curriculum is a focus on keeping children safe, and our schools can play an important role in preventative education.

We believe that Relationships, Sex and Health Education is a key vehicle for promoting equality, inclusion and social justice. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

This policy was produced in consultation with our staff, pupils, parents, Local Governing Body and Board of Trustees and will be reviewed every two year with all of these stakeholders. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

The information below complies with our statutory obligations to deliver Relationships Education under sections 34 & 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance (2019) and other relevant guidance.

Policy Aims

- To ensure that all schools follow the statutory guidance and implement the curriculum as outlined in Relationships Education, Relationships and Sex Education and Health Education (2019).
- To ensure that parents and carers are provided with every opportunity to understand the purpose and content of our Relationships, Sex and Health Education curriculum.
- To ensure that in all of our schools, the teaching of Relationships, Sex and Health Education is sensitive and age appropriate in approach and content.
- To ensure that all of our schools promote equality and celebrate difference so that all of our pupils understand the importance of equality and respect.

This policy should be read in conjunction with:

- Safeguarding and Child Protection Policy
- Keeping Children Safe in Education
- St. Mary's Academy Trust Behaviour Policy
- The school's Behaviour Policy
- Curriculum Policy
- Special Education Needs Policy
- SEND code of practise
- Anti bullying Policy
- Equality Policies
- Online Safety Policy
- Our school curriculum, in particular the Science, Physical Education, Computing and PHSE curriculums

Definition of Relationships Education:

Relationships Education in primary schools is the teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

Definition of Sex Education:

Sex Education in primary schools is the instruction of issues relating to human sexuality, including emotional relations and responsibilities, human sexual anatomy, sexual activity, reproduction, age of consent, reproductive health, reproductive rights, safe sex and birth control.

Definition of Health Education:

Health Education in primary schools is the teaching of the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Curriculum Principles

St. Mary's Academy Trust expects each school to design its own Relationships, Sex and Health Education Curriculum which follows the guidance and the specific content outlined in the DfE Relationships Education, Relationships and Sex Education and Health Education Guidance (2019). Each school should determine how to deliver the curriculum content in the context of their school's curriculum.

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Each school will follow the principles outlined below in designing their curriculum.

Schools will:

- teach the statutory content from Relationships Education and Health Education;
- design a curriculum which coordinates and compliments their existing curriculum content, for example Science, Computing, Physical Education and PHSE, looking for opportunities to draw links between National Curriculum subjects and integrate teaching where appropriate. Relationships and Health Education does not need to be taught as a separate subject and content does not have to be repeated if covered in other parts of the curriculum however this should be reflected in the school's curriculum map;
- develop the teaching of Relationships and Health Education as part of a wider whole school approach to ensuring that our pupils are happy, healthy, safe and secure and our commitment to developing our children and young people socially, morally, spiritually and culturally;
- design a curriculum which is carefully structured and sequenced, providing pupils with opportunities to embed new knowledge so that it can be used confidently in real life situations;
- demonstrate commitment to an inclusive curriculum (including LGBT+ and SEND) through high quality teaching that is differentiated and personalised where appropriate to meet the needs of all pupils and enable all pupils to access the curriculum. Schools should also be mindful of the preparing for adulthood outcomes as set out in the SEND code of practice, when teaching these subjects to those with SEND;
- design and implement a curriculum which is both age and developmentally appropriate including considering that pupils of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences, including the use of discussion and teaching on a one-to-one basis or in small groups;
- use assessment effectively to inform future teaching, identify where pupils may require additional support and to provide regular feedback on pupil progress;
- consider what is appropriate and inappropriate in a whole-class setting when designing and implementing the curriculum, in particular in answering questions that are better not dealt with in front of a whole class;
- ensure that all members of staff involved in the delivery of Relationships and Health Education lessons are given appropriate training and support in the delivery of lessons and in how to respond to pupils' comments and questions;
- ensure that any visitors into school used to delivery part of, or enhance the delivery of the curriculum, follow this policy and that a class teacher is present at all times in order to be able to follow up and respond to any pupils' comments or questions as necessary and appropriate. Before delivery, the visitors resources and planning must be checked in advance to ensure it is deemed appropriate for the class and meets the full range of needs;
- ensure that the curriculum is taught sensitively and inclusively;
- support pupils' personal development and pastoral needs;



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- design a curriculum which supports pupils' ongoing emotional and physical development effectively in the transition phase before moving to secondary school;
- design a curriculum which develops resilience and persistence in pupils and enables them to become happy, successful and productive members of society;
- design a curriculum which enables pupils to believe they can achieve academic and personal goals;
- design a curriculum which helps pupils prepare for the opportunities, responsibilities and experiences of adult life;
- design a curriculum which develops pupils' understanding of their rights and how to ensure the protection of these throughout their lives;
- foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges all forms of discrimination and prejudice between pupils and promotes understanding and respect as outlined under the Equality Act 2010. This should be done through these subjects and as part of a whole-school approach;
- be aware of and respond appropriately to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours;
- when teaching these subjects, take account of the religious and cultural background of all pupils, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships;
- ensure teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

Schools may:

- Choose to design and implement a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
- decide to deliver the non-statutory primary content for Sex Education. All schools will cover the statutory science curriculum which includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be for schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils;
- have flexibility in their curriculum to include additional relevant content to meet the needs of their current pupils.



Areas of Learning

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, including online.

Areas of Learning:

Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical Health and Mental Well-being

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, Alcohol and Tobacco
- Health and Prevention
- Basic First Aid
- Changing Adolescent Body

Sex Education:

- Know and understand that each person's body belongs to them.
- Differences between appropriate and inappropriate/unsafe physical and other contact.
- Reporting feelings of being unsafe/abuse.
- Permission seeking
- Puberty
- Menstrual cycle
- Sex Education Programme.
- Human reproduction, including different ways to start a family.
- Starting a family
- The impact of having a baby
- When is it right?
- How to seek help and advise

Pupils should be taught:

Relationships Education:

- 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 and personal space;
- about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter in a range of contexts, including online;
- that 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);
- how to stay safe online and what is appropriate behaviour in a way that is relevant to pupils' lives, including 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;
- about positive emotional and mental wellbeing, including how friendships can support mental wellbeing;
- opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely;
- how to recognise and to report abuse, including emotional, physical and sexual abuse. 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.

Health Education:

- how to be healthy, both physically and mentally, including giving children the knowledge and capability to take care of themselves and receive support if problems arise;
- taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences;
- the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid;
- the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors;
- the benefits of hobbies, interests and participation in their own communities;
- about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online;

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- talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Sex Education:

- Understand and talk about that each person's body belongs to them.
- Understand the differences between appropriate and inappropriate/unsafe physical and other contact.
- To know and feel confident in reporting feelings of being unsafe/abuse and know where to go to get help and support.
- Permission seeking
- Describe the physical and emotional changes that occur during puberty and how to manage these
- To know about female reproductive system and the menstrual cycle, pre-menstrual syndrome, activities to help relieve the pain and what happens during a period. Methods of feminine protection will also be explored.
- Talk about and identify different kinds of loving relationships, describe the qualities that enable these relationships to flourish, explain the expectations and responsibilities of being in a close relationship and recognise how relationships may change or end and what can help people manage this.
- identify the links between love, committed relationships / marriage, and conception, explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults, explain what pregnancy means, how long it lasts, and where it occurs.
- Starting a family and when the right time is.
- Look at the impact of having a baby – social impact, emotional impact, financial impact

Curriculum Implementation at The Mill Academy

Curriculum Delivery:

The Mill Academy staff and governors believe Relationships, Sex and Health Education (RSHE) is an important part of every child's entitlement to receive a relevant well-rounded education which nurtures:

(a) personal safety, happiness, health and well-being

(b) citizenship, i.e. a sense of identity, belonging, community, shared responsibility and personal agency.

Aims of RSHE at The Mill Academy

- To work in partnership with parents to develop the knowledge and skills of pupils in this important area
- To offer all pupils a planned programme of education about human development, healthy relationships of all kinds, sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- To teach sexuality within a moral framework emphasising stable relationships and family life.

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- To encourage pupils to develop a positive view of themselves and to respect others
- To help pupils understand that they have rights over their bodies
- To help pupils recognise pressure in all its forms and have strategies to resist this
- To give pupils the knowledge and skills to recognise and manage risks and keep themselves safe, in real life and online
- To support pupils to understand what helps to keep their bodies and minds healthy and things they can do to improve their health and wellbeing
- To provide opportunities for all students to learn appropriate to their needs
- celebrating the uniqueness, dignity and value of every human being;
- forming and maintaining stable, loving, non-abusive relationships with others;
- safeguarding the welfare of ourselves and others
- developing a “moral compass” to help us make good choices in life

Through an effective and creative curriculum and by the end of primary school, pupils should know about;

- Families and people who care from them.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing

Pupils will be taught about the characteristics of good physical health and mental wellbeing of the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of primary school, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education:

- Know and understand that each person’s body belongs to them.
- Differences between appropriate and inappropriate/unsafe physical and other contact.
- Reporting feelings of being unsafe/abuse.
- Permission seeking
- Puberty
- Menstrual cycle
- Sex Education Programme.
- Human reproduction, including different ways to start a family.
- Starting a family
- The impact of having a baby



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- When is it right?
- How to seek help and advise

Diverse families

In our provision of RSHE and PSHE we will explore the diverse families that are represented in our school and in wider society, including same sex parents, single parents, adopted families, fostering, children living with grandparents and so on. Our resources and teaching will reflect this diversity to ensure every pupil feels included and valued.

Gender

We actively challenge stereotypes around gender through RSHE, PSHE and our wider curriculum and school ethos. Our aim is for pupils to be respectful of all genders and recognise the equality of all.

Answering questions

As with any topic pupils are likely to be inquisitive and ask questions to further their knowledge and understanding. Questions asked by pupils may be outside the planned teaching content. To manage questions effectively with older pupils, teachers will use a question box strategy in sessions exploring more sensitive content. Any questions will be written down and placed inside the box. When choosing how to answer questions staff will consider age-appropriateness, whether to answer individually rather than as a whole class or to involve parents.

Visitors

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people.

When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our progression document and our published policy.
- Discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be supervised/supported by a member of school staff at all times.
- Monitor and evaluate the visitor input to inform future planning.

Partnership with parents

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise. School parents/carers – together with The Mill Academy staff and governors - have been consulted in the development

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and subsequent three-yearly review of this RSHE Policy. A hard copy of this policy is provided free of charge to anyone who asks for one.

We see parents as key partners in our provision of RSE and PSHE. To support the important role of parents, we provide information about the content of our curriculum and when topics are delivered through our website. Parents are encouraged to talk with their child about the RSHE and PSHE they receive at school in order to put this in the context of their family's own values and beliefs.

Our programme is regularly reviewed and is planned to meet the needs of all pupils. If a parent has questions about any aspect of the programme we ask that they speak with their child's class teacher in the first instance.

Assessment

As with all curriculum areas, there will be assessment in RSHE/PSHE to ensure that pupils are achieving the intended learning outcomes. Our subject co-ordinator will assess pupils' learning at the end of each half term through pupil voice.

Pupils with Special Educational Needs and Disabilities

As with other subjects, pupil with SEND may need additional support to access the RSHE curriculum. Teachers will assess the needs of each pupil and ensure that appropriate support is put in place. This may involve individual work with a TA and/or small group work. We will liaise with parents to ensure that each child's needs are met. Some pupils, for example those with Autistic Spectrum Disorders, may need a more explicit approach to some of the key concepts of RSHE – this will be discussed with parents/carers to ensure a plan is put in place to support learning both at school and at home.

Inclusion

RSHE and PSHE should be accessible for all pupils. As a school we promote inclusion for all and the celebration of difference. Every child and family have a right to feel included and valued in our school community.

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The Act allows schools to take positive action to deal with particular disadvantages affecting one group because of one of the characteristics listed above. An example of this in relation to RSE and PSHE in our school is that we may need to provide additional learning opportunities for children with special educational needs and/or disabilities.

Roles and Responsibilities in School:

The subject co-ordinator for Relationships, (Sex) and Health Education is: Miss E. Crossley.

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to

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RSHE will work to the agreed values within this policy. Teachers endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection

Teachers will use a range of teaching methods and age-appropriate resources to deliver RSHE/PSHE that best meets the intended learning outcomes for each year group. Each year cohorts vary so teachers will use their knowledge of the class and their professional expertise to select resources and activities that are most suitable.

The Mill Academy aims to teach RSHE in such a way that is consistent with scientific truths, fundamental British values and sound pedagogy. Hence, whilst some aspects of RSHE are covered in Science lessons, others are taught as part of the Religious Education (RE), Physical Education (PE), Information Technology (ICT) curriculum. There will also be many opportunities – both as planned learning activities and as serendipitous “teachable moments” – to deal with RSHE content and themes in a range of other subjects and contexts within school, e.g. English activities, circle and reflection times, assemblies. A range of teaching methods which involve children's full participation are used to teach RSHE. These include use of media clips, discussion, drama and role play. RSHE is usually delivered in mixed-gender groups.

All teachers will deliver RSHE/PSHE in a safe way ensuring that all pupils feel able to participate and contribute. To support this each class will create a group agreement outlining expected behaviour, rights and responsibilities within PSHE and RSHE sessions.

How is the subject monitored and evaluated?

Governing body

- Development and implementation of RSE policy outlining the rationale and organisation of the RSHE programme, including information on parents' rights to withdraw from sex education and compliant with Equalities legislation.
- Ensure parents are consulted about the RSHE policy
- Ensure all staff comply with policy
- Link governor to monitor RSE/PSHE
- Monitoring, review and evaluation of this policy

Head teacher

- Consult with key stakeholders and developers of the RSHE curriculum about the RSHE policy
- Implement RSE policy
- Monitor compliance to policy
- Work closely with the link governor, curriculum lead and coordinator

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- Provide leadership and vision in respect of equality;
- Organise quality training for the teaching staff so that they feel skilled and equipped to deliver effective RSE
- Monitor the effectiveness of this policy and report annually to governors

Co-ordinator

- Lead the development of this policy throughout the school;
- Consult with the key stakeholders about the RSHE policy along with the Curriculum lead
- Work closely with the Headteacher, Curriculum Leader and the nominated governor
- Provide guidance and support to all staff
- Provide training for all staff on induction and when the need arises;
- Keep up to date with new developments and resources
- Undertake risk assessments when required
- Review and monitor RSE curriculum
- Monitor the effectiveness of this policy and report annually to governors
- Provide information to parents on what will be covered and when.

Roles and Responsibilities of Governors and Trustees:

It is the responsibility of the Board of Trustees to review this policy every two years.

It is the responsibility of the Local Governing Body to hold the leadership team of the school accountable for ensuring that:

- all statutory content is delivered to pupils;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn from some or all of the Sex Education, if the school is delivering this; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Rights and Responsibilities of Parents and Carers

We believe that successful teaching of Relationships and Health Education involves parents / carers and schools working together. We also believe that parents / carers can play an important role in the Relationships, Sex and Health Education of their children through further discussions at home, building on those that have taken place in school. Our Relationships, Sex and Health Education policy has been developed through consulting parents / carers. We work with parents / carers to ensure that they are aware of what we teach and when, including through publishing our curriculum by year group on the school's website. We will also share examples of some of the key resources we use with parents / carers to reassure them of the content and to enable them to continue the conversations started in class at home.

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If parents / carers have any concerns or special circumstances the school should be aware of, or would like any further information about the curriculum, they can contact the school directly to speak to the Headteacher.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. There continues to be no right of withdrawal from any part of the national curriculum. Parents / carers do not have the right to withdraw their child from Relationships Education. Parents/carers do not have the right to withdraw their child from Health Education.

Parents / carers have the right to request their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education.

Although parents / carers have the right to request to withdraw their child from any or all of sex education as part of RSE, it is our aim to encourage parents to see the value of sex education and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the headteacher to discuss their concerns. The headteacher will discuss the request with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the headteacher in writing and the school will keep a record of this.

We will automatically grant a parental request to withdraw their child from any sex education, other than as part of the statutory Science or Relationships and Health Education curriculum.

We will remind parents annually that the request to withdraw is still in place and invite them to confirm whether they still want it.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Safeguarding Children:

St. Mary's Academy Trust acknowledges that Relationships and Health Education is crucial for creating a culture of safeguarding within the school and meeting our statutory obligations as outlined in Keeping Children Safe in Education.

Relationships and Health Education helps children to understand the difference between

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healthy and abusive relationships and understand how to get help if they are experiencing, or have experienced, abuse. We recognise that when discussing these issues some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the school's safeguarding policy and procedures.

We also recognise that some children may be vulnerable to some of the content delivered in Relationships and Health Education due to a previous safeguarding concern, ongoing concerns or changes to their personal life. For those children, additional support will be given to prevent them being affected by the scenarios or topics in planned lessons.

While St. Mary's Academy Trust wants to create a learning space that feels safe for children and young people to disclose, we also want to protect children's privacy. We do this by using a number of teaching techniques including the use of a working agreement, where rights respecting ground rules are created with pupils on what makes a safe and welcoming environment for all.

Sharing of information:

This policy will be available on both St. Mary's Academy Trust and each school's website. A paper copy will be provided on request.

The school curriculum by year group will be available on the school website. A paper copy will be provided upon request.