

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSE) POLICY (Primary)

Presented to:

**Trustee Standards Meeting
13 March 2025**

Based on recommended wording from Local Authority Safeguarding Officer

Date approved: ¹	10 March 2022
Date adopted:	10 March 2022
Date reviewed: ²	13 March 2025
Date of next review: ³	Spring 2028

¹ This is the date the policy was approved by the meeting

² This is the date the policy was reviewed prior to its approval above

³ This is the date as set by the policy review clause or the date approved plus three years

- Headteacher also means Head of College and Principal
- School also means College, Academy or Academies
- References to School are taken to mean any school within the Four Cs Multi-Academy Trust

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSE) POLICY (Primary)

1.0 STATEMENT OF INTENT

In the Four Cs MAT, we understand that students must be provided with an education which 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 student. We also teach students sex education as a part of our Science curriculum and PSHE curriculum.

Relationships education focuses on giving students the knowledge they need to make informed decisions about their wellbeing, health and relationships, and build their self-efficacy. Health education focuses on equipping students with the knowledge they need to make good decisions about their own health and wellbeing.

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

2.0 LEGAL FRAMEWORK

2.1 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
- 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'

2.2 This policy operates in conjunction with the following Trust policies:

- Child Protection and Safeguarding Policy
- Behavioural Policy
- SEND Policy
- Equality and Diversity Policy
- Anti-Bullying Policy: Students
- E-Safety Policy
- Health and Safety Policy

3.0 ROLES AND RESPONSIBILITIES

3.1 **The Four Cs Trust is responsible for:**

1. Ensuring all students make progress in achieving the expected educational outcomes.
2. Ensuring the curriculum is well led, effectively managed and well planned.
3. Evaluating the quality of provision through regular and effective self- evaluation.
4. Ensuring teaching is delivered in ways that are accessible to all students, including those with SEND.

5. Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
6. Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

3.2 The Principal/Headteacher/LGC is responsible for:

1. The overall implementation of this policy.
2. Ensuring staff are suitably trained to deliver the subjects.
3. Ensuring that parents/carers are fully informed of this policy.
4. Reviewing requests from parents to withdraw their children from the subjects.
5. Discussing requests for withdrawal with parents/carers.
6. Organising, where necessary, alternative education for students that is appropriate and purposeful.
6. Reporting to the Trust on the effectiveness of this policy.
7. Reviewing this policy on an annual basis.

3.3 The PSHE Curriculum Team is responsible for:

1. Overseeing the delivery of the subjects.
2. Ensuring the subjects are age-appropriate and high-quality.
3. Ensuring the Trust meets its statutory requirements in relation to the Relationships, Sex and Health curriculum.
4. Ensuring the Relationships, Sex and Health curriculum is inclusive and accessible for all students.
5. Working with other subject leaders to ensure the Relationships, Sex and Health curriculum complements, but does not duplicate, the content covered in the national curriculum.
6. Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

3.4 Teachers are responsible for:

1. Delivering a high-quality and age-appropriate Relationships, Sex and Health curriculum in line with statutory requirements.

2. Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all students.
3. Ensuring they do not express personal views or beliefs when delivering the programme.
4. Modelling positive attitudes to Relationships, Sex and Health education.
5. Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
6. Acting in accordance with planning, monitoring and assessment requirements for the subjects.
7. Liaising with the SENCO to identify and respond to individual needs of students with SEND.
8. Working with the Relationships, Sex and Health education subject leader to evaluate the quality of provision

4.0 ORGANISATION OF THE CURRICULUM

- 4.1 Every Trust school is required to deliver statutory Relationships Education and Health Education.
- 4.2 For the purpose of this policy, '**Relationships and Sex Education**' is defined as teaching students about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.
- 4.3 For the purpose of this policy, '**Health Education**' is defined as teaching students about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.
- 4.4 The delivery of the Relationships Education and Health Education coincide with one another and will be delivered as part of the Trust's PSHE curriculum.
- 4.5 The Relationships, Sex 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.
- 4.6 The Relationships and Health curriculum takes into account the views of teachers, students and parents/carers. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.
- 4.7 The Relationships, Sex and Health curriculum is informed by issues in the school and wider community to ensure it is tailored to students' needs; for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

- 4.8 Any parent/carer, teacher or student wishing to provide feedback about the curriculum can do so at any time during the academic year, by organising a meeting with the teachers or a senior leader by emailing or phoning the relevant school office.

Each Trust school has organised a curriculum that is age-appropriate for students within each Year Group, based on the views of teachers, parents/carers and students.

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

5.0 CONSULTATION WITH PARENTS/CARERS

- 5.1 The Four Cs Trust understands the important role parents/carers play in enhancing their children's understanding of Relationships, Sex and Health. Similarly, we also understand the importance of parents' views.
- 5.2 The Four Cs Trust works closely with parents/carers by establishing open communication. All parents/carers are consulted in the development and delivery of the curriculum, as outlined in section 3 of this policy.
- 5.3 Parents/carers are provided with the following information: The delivery of the Relationships, Sex and Health curriculum, including what is taught in each Year Group. The legalities surrounding withdrawing their child from the subjects.
- 5.4 The Four Cs Trust aims to build positive relationships with parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers in managing conversations with their children on the issues covered by the curriculum.
- 5.5 Parents/carers are consulted in the review of the curriculum and this policy, and are encouraged to provide their views.

6.0 FAMILIES AND PEOPLE WHO CARE FOR ME

6.1 Families and people who care for me.

By the end of primary school, students will know:

- That families are important for them growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

6.2 **Caring friendships**

By the end of primary school, students will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

6.3 **Respectful relationships**

By the end of primary school, students will know:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

7.0 RELATIONSHIPS EDUCATION PER YEAR GROUP

7.1 The Trust is free to determine, within the statutory curriculum content outlined in section 4 what students are taught during each Year Group.

7.2 The Trust always considers the age and development of students when deciding what will be taught in each Year Group.

7.3 The Trust plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through primary school to provide a smooth transition to secondary school.

7.4 Online relationships.

By the end of primary school, students will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

7.5 Being safe

By the end of primary school, students will know:

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.
- That it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their school and other sources.

8.0 HEALTH EDUCATION OVERVIEW

The focus is teaching the characteristics of good physical health and mental wellbeing.

8.1 Mental wellbeing

By the end of primary school students will know:

- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience ill mental health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

8.2 Internet safety and harms

By the end of primary school, students will know:

- That for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- The impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others.

- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

8.3 **Physical health and fitness**

By the end of primary school, students will know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support, including which adults to speak to in school if they are worried about their health.

8.4 **Healthy eating**

By the end of primary school, students will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

8.5 **Drugs alcohol and tobacco**

By the end of primary school, students will know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

8.6 **Health and prevention**

By the end of primary school, students will know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.

8.7 **Basic first aid**

By the end of primary school, students will know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

8.8 **Changing adolescent body**

By the end of primary school, students will know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

9.0 **HEALTH EDUCATION PER YEAR GROUP**

- The Trust is free to determine, within the statutory curriculum content outlined in section 7, what students are taught during each Year Group.
- The Trust always considers the age and development of students when deciding what will be taught in each Year Group.
- The Trust plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as students progress through school to provide a smooth transition.

10.0 **SEX EDUCATION**

This is taught toward the end of Year 6. This element of the curriculum is an opt out element. Meaning that parents/carers have the right to withdraw their child. Children who do not attend the sex education lessons will be doing Science retrieval activities in another room.

- 10.1 All students must be taught the aspects of sex education outlined in the primary Science curriculum – this includes teaching about the main external parts of the human body, how

it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

10.2 The Trust is free to determine whether students should be taught sex education beyond what is required of the national curriculum.

10.3 Within the Four Cs MAT, we do teach students sex education beyond that which is required of the Science curriculum.

10.4 Parents/carers are made aware in the organisation and delivery of our sex education curriculum, in accordance with section 4 and section 5 of this policy.

10.5 The age and development of students is always considered when delivering sex education.

10.6 Parents/carers have the option to remove their child from lessons that cover sex education, which are considered beyond the required Science curriculum.

11.0 DELIVERY OF THE CURRICULUM

11.1 The Relationships, Sex and Health curriculum will be delivered as part of our PSHE curriculum.

11.2 Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work. Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

11.3 Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.

11.4 At the point we consider it appropriate to teach students about LGBTQ+, we will ensure that this content is fully integrated into the Relationships, Sex and Health curriculum, rather than delivered as a standalone unit or lesson.

11.5 Students are not taught about LGBTQ+ explicitly. However, Relationships Education covers the diversity of relationships which may include some of these groups increasingly from Year 3 onwards.

- 11.6 The Trust ensures that all teaching and materials are appropriate for the ages of the students, their religious backgrounds, their developmental stages and any additional needs, such as SEND.
- 11.7 Lesson plans will provide appropriate challenge for students and be differentiated for students' needs.
- 11.8 Classes will not be taught in gender-segregated groups, but will be given the opportunity to spend time in gender-segregated groups to follow up on concepts delivered and allow time for gender specific questions to be raised by students, where this is deemed appropriate.
- 11.9 Throughout every Year Group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 11.10 Inappropriate images, videos, etc will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of students.
- 11.11 Students will be prevented from accessing inappropriate material on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy.
- 11.12 Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programme accordingly.
- 11.13 Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriate to the student's age. Questions that are asked by students that relate to content taught in older Year Groups, will be referred to those years.
- 11.14 The programme will be designed to focus equally on boys as much as girls, and activities will be planned to ensure both are actively involved.
- 11.15 Teachers will focus heavily on the importance of marriage and healthy relationships, though sensitivity will always be given as to not stigmatise students based on their home circumstances.
- 11.16 Teachers will ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- 11.17 Teachers will ensure lesson plans focus on challenging perceived views of students through exploration of, and developing mutual respect for, those different to themselves.
- 11.18 Any resources or materials used to support learning will be formally assessed by the Relationships, Sex and Health education subject leader before use, to ensure they are appropriate for the age and maturity of students, and sensitive to their needs.

- 11.19 In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 11.20 At all points of delivery of this programme, parents/carers will be consulted, and their views will be valued. What will be taught and how, will be planned by staff having considered the views of the parents / carers.
- 11.21 Whilst there are no formal examinations for the Relationships, Sex and Health curriculum, the school will undertake informal assessments to determine student progress – these include the following: Written work; Group presentations; Group tasks Projects.

12.0 WORKING WITH EXTERNAL EXPERTS

- 12.1 External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.
- 12.2 The Trust will ensure all visitor credentials are checked before they are able to participate in the delivery of the curriculum.
- 12.3 The Trust will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.
- 12.4 Before delivering the session, the Trust will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the students.
- 12.5 The Trust will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all students' needs, including those with SEND.
- 12.6 The Trust will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.
- 12.7 The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

13.0 EQUALITY AND ACCESSIBILITY

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

Age
Sex and sexual orientation
Race
Disability
Religion or belief
Pregnancy or maternity
Marriage or civil partnership

- 13.2 The Trust is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum.
- 13.3 The school understands that students with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about Relationships, Sex and Health education, and the programme will be designed to be inclusive of all students. Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to students with SEND or other needs.
- 13.4 Provisions under the Equality Act 2010 allow our Trust to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. For example, we could consider taking positive action to support girls if there was evidence that they were being disproportionately subjected to sexual violence or sexual harassment.
- 13.5 When deciding whether support is necessary to support students with a particular protected characteristic, we will consider our students' needs, including the gender and age range of our students.
- 13.6 In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the Trust implements a robust Behavioural Management and Exclusions Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of students.

14.0 CURRICULUM LINKS

- 14.1 The Trust seeks opportunities to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible to enhance students' learning.
- 14.2 Relationships, Sex and Health education will be linked to the following subjects in particular:

Science – Students learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

Computing and ICT – Students learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

PE – Students explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

PSHE (British Values/PSHE) – Students learn about the requirements of the law, their responsibilities and the possible consequences of their actions. It also covers respect and difference, values and characteristics of individuals

15.0 WITHDRAWING FROM THE SUBJECTS

- 15.1 Relationships and Health education are statutory at primary and parents/carers **do not** have the right to withdraw their child from the subjects.
- 15.2 As sex education is not statutory at primary level (other than what must be taught as part of the Science curriculum), parents/carers have the right to request to withdraw their child from all or part of the sex education curriculum. 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.
- 15.3 The Headteacher will discuss with the parent/carer the benefits of receiving this important education and any adverse effects that withdrawal may have on the student – this could include, for example, social and emotional effects of being excluded.
- 15.4 The Headteacher will keep a record of the discussion between themselves, the student and the parent/carer.
- 15.5 The Headteacher will grant a parent/carer's request to withdraw their child from sex education, other than the content that must be taught as part of the Science curriculum.
- 15.6 The parents/carers will be informed in writing of the Headteacher's decision.
- 15.7 Where a student is withdrawn from sex education, the Headteacher will ensure that the student receives appropriate alternative education.

16.0 BEHAVIOUR

- 16.1 The Trust has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.
- 16.2 Any bullying incidents caused as a result of the Relationships, Sex and Health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the Trust's schools.
- 16.3 Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the student once they are on school premises.
- 16.4 These incidents will be dealt with following the processes in our Behavioural Management and Exclusions Policy and Anti-Bullying Policy.
- 16.5 The Headteacher will decide whether it is appropriate to notify the police or anti-social behaviour coordinator in their Local Authority of the action taken against a student.

17.0 STAFF TRAINING

- 17.1 All staff members within the Trust will undergo training, to ensure they are up-to-date with the Relationship, Sex and Health education programme and associated issues.

17.2 Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as 'FGM', which may need to be addressed in relation to the programme.

18.0 CONFIDENTIALITY

18.1 Confidentiality within the classroom is an important component of Relationships, Sex and Health education, and teachers are expected to respect the confidentiality of their students as far as is possible.

18.2 Teachers will, however, alert the Headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

18.3 Students will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

18.4 Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

19.0 MONITORING QUALITY

19.1 The Relationships, Sex and Health education subject leader is responsible for monitoring the quality of teaching and learning for the subjects.

19.2 The Relationships, Sex and Health education subject leader will conduct subject assessments on an annual basis, which will include a mixture of the following:

- Lesson observations and learning walks
- Work scrutiny
- Lesson planning scrutiny

20.0 POLICY REVIEW

The Trustees will review this policy in line with the procedure for policy review.

Date for review - If no other reason for review (see policy review procedure) this policy will be reviewed in three years.