



Bishop Chavasse Church of England Primary School

Relationships Education, Health Education (and Sex Education) Policy

Adoption Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will:

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

Review Body LGB
Approved: December 2023
Reviewed: December 2026
Review period: 3 years

This is a level 3 Policy against the Trust Governance Plan.

Rationale

It is the aim of Bishop Chavasse Primary School that every member of the school community feels valued and respected, and that each person is treated equitably and well. We are a caring, Christian community; our values are built on mutual trust and respect for all and good relationships. The school RHSE policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure, living out our school vision.

School vision

Bishop Chavasse Church of England School Policies are all underpinned by respect and our school parable 'The Wise and the Foolish Builder', which forms the basis of our whole school vision, highlighting the importance of [wisdom](#), [compassion](#) and [honesty](#).

Bishop Chavasse School values every wonderfully and uniquely created child and adult; inspiring everyone to *fulfil their potential, as we achieve excellence together*. As Jesus teaches through the parable of the house on the rock: we grow in [wisdom](#), supported by the [compassion](#) of God to establish firm, [honest](#) foundations on which every child can build.

A. OVERVIEW

Today's children and 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 and social lives in a positive way.

The Department for Education are clear that parents and carers are the prime educators for children on many of these matters; schools complement and reinforce this role. Primary schools are required to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness.

We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

The rationale for this document is based on the Christian principles of love, respect, hope and honesty. It provides the framework for a welcoming, friendly school with a positive atmosphere where pupils are happy, resilient, confident, independent and love learning.

In line with the church's vision for education, we acknowledge that we can grow in relational wisdom, love and compassion – as Jesus grew in wisdom (Luke 2:40). Our sense of community is enhanced by Jesus' teaching 'Love your neighbour as yourself'. Jesus embodied the centrality of relationships, through which we learn who we are and our responsibility for others (Hebrews 10:24).

The Church of England's Vision for Education states: 'We are only persons with each other; our humanity is 'co-humanity', inextricably involved with others, utterly relational...education needs to have a core focus on relationships and commitments': this is the basis of this policy.

At Bishop Chavasse CE Primary School, we choose to teach the compulsory content within a wider programme of Personal, Social, Health and Character Education, which is also integrated within our broad and balanced curriculum. These subjects represent a huge opportunity to help the children and young people at Bishop Chavasse CE Primary School develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help them to become successful and happy adults who make a meaningful contribution to society.

1. Introduction

The Relationships Education, Health Education (and sex education) programme at Bishop Chavasse Church of England Primary School reflects the school ethos and demonstrates and encourages the following values:

- Respect for self
- Respect for others
- Responsibility for one's actions
- Responsibility for one's family, friends, school and wider community.

2. Aims of the Relationships, Health and Sex Education (RHSE) Policy

Relationships, Health and Sex Education (RHSE) in this school takes into account the Revised National Curriculum 2014 and is designed to:

- Promote the spiritual, moral, cultural and mental and physical development of pupils at school and; prepare pupils for the opportunities, responsibilities and experiences of adult life;
- To encourage our pupils to have due regard for moral considerations and for the value of family life and a stable, faithful relationship;
- To promote positive behaviour and respect for oneself and other people;

- To develop the ability of pupils to make informed choices and responsible decisions;
- To develop understanding by providing information about physical appearance, emotional and social aspects of human sexual relationships and development from conception to adulthood;
- To equip the children with necessary skills for effective communication; and
- To counter unnecessary feelings of guilt and anxiety about changes in body shape or feelings that they may have.

The school works towards these aims in partnership with parents.

This Policy reflects the Equalities Act 2010. The School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

This Policy should be read in conjunction with the School's [Safeguarding Policy](#) which can be found on the school's website. The Statutory Guidance for Relationships, Sex and Health Education may be found at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Our policy is informed by existing DfE guidance (see appendix 1).

This Policy takes effect from 1st January 2024 and will be reviewed every three years by the Local Governing Body.

3. Who this policy is for

This policy is for parents, the Headteacher and all teaching staff and other staff who work directly with pupils at Bishop Chavasse CE Primary School.

The Policy applies particularly to all teachers and others with responsibility for teaching these subjects. Teachers and others must consult this Policy and ensure that their teaching is in line with its intent and its expectations.

4. Definitions, scope and intent

Bishop Chavasse CE Primary School teaches the content set out in the Statutory Guidance for Relationships Education (Primary) in all year groups from year 1 to year 6. The content is taught in age appropriate specific lessons, along with being taught and modelled through our expectations of behaviour towards each other, our overarching school ethos, or through events such as assemblies or collective worship or visiting speakers.

Bishop Chavasse CE Primary School also teaches the statutory aspects of the Health Education curriculum relating to the Changing Adolescent Body. Teachers at Bishop Chavasse CE Primary School do not teach Sex Education beyond the statutory curriculum.

This Policy does not cover the Science National Curriculum content, where the science of animal and human reproduction are taught in Key Stage 2.

Relationships and Health Education will overlap in content terms with the School's work with pupils in Spiritual, Moral, Social and Cultural Education (SMSC), the promotion of Fundamental British Values tolerance and respect for others, the rule of law, democracy and individual liberty, Religious Education and Citizenship.

By the end of their time at Bishop Chavasse CE Primary School, pupils will know:

5. Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health;
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;

- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;
- the benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- isolation and loneliness can affect children and that it is very important for children to 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), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online); and
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

6. Internet safety and harms

- 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 and 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 and know how to recognise and display respectful behaviour online and 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, including that from search engines, is ranked, selected and targeted; and
- where and how to report concerns and get support with issues online.

7. Physical health and fitness

- 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 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); and
- how and when to seek support including which adults to speak to in school if they are worried about their health.

8. Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals; and
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

9. Drugs, alcohol and tobacco

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

10. Health and prevention

- 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, viruses, how they are spread and treated, and the importance of handwashing; and
- the facts and science relating to allergies, immunisation and vaccination.

11. Basic First Aid

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

12. Changing adolescent body

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

13. Withdrawal from sex education

Parents may elect to withdraw their child from sex education. This right applies only to aspects of sex education which are **not** set out in the Statutory Guidance for Relationships Education (Primary), Health Education (Primary) or the Science National Curriculum. If a parent wishes to exercise the right to withdraw, having read this Policy, they are invited wherever possible make an appointment with the headteacher to make their request in person. Where this is not possible, the school must receive a request in writing from parent(s). Where the school receives such a request in writing it will be acknowledged in writing within seven days and applied with immediate effect. Once the request is made, it is not necessary for parents to repeat the request – it is deemed to be effective until withdrawn in writing by parents. However, the School reserves the right to contact parents annually or more frequently to check whether they still wish their child to be withdraw.

B. RELATIONSHIPS EDUCATION CURRICULUM

The content set out for teaching in Relationships Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Relationships Education' – at times topics will be encountered under other subject headings.

At Bishop Chavasse CE Primary School we follow the Jigsaw PSHE 3-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The Relationships Education occurs in areas 1, 2, 3 and 5 in terms 1, 2, 3 and 5.

	Being Me in My World	Celebrating Difference	Dreams and Goals	Relationships
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend
Year One	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships
Year Two	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships Life
Year Three	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends

Year Four	<p>Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>
Year Five	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules</p>
Year Six	<p>Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>

C. HEALTH EDUCATION CURRICULUM

The content set out for teaching in Health Education is delivered in the following year groups and in the following modes. The topic is given at the earliest point at which it will be taught; many or most will subsequently be revisited in later year groups. When a topic is taught it may not always be called 'Health Education' – at times topics will be encountered under other subject headings.

At Bishop Chavasse CE Primary School we follow the Jigsaw PSHE 3-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year. The Health Education element occurs in area 4 during term 4 (Healthy Me).

	Healthy Me
EYFS	Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety
Year One	Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness
Year Two	Motivation, Healthier choices, Relaxation, Healthy eating and nutrition, Healthier snacks and sharing food
Year Three	Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe online and offline, Respect for myself and others, Healthy and safe choices.
Year Four	Healthier friendships. Group dynamics, Smoking, Alcohol, Assertiveness, Peer pressure, Celebrating inner strength
Year Five	Smoking, including vaping, Alcohol, Alcohol and anti-social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour
Year Six	Taking personal responsibility, How substances affect the body, Emotional and mental health, Managing stress

1. Sex education content

The following sex education topics (other than what is set out in Relationships Education, Health Education or the Science National Curriculum) are planned for teaching at the following points:

At Bishop Chavasse CE Primary School we follow the Jigsaw PSHE 3-11 Curriculum which builds itself around six themed areas in which pupil knowledge and understanding deepens each year.

The areas are:

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me
5. Relationships
6. Changing Me

The Sex Education element occurs in area 6 during Years 5-6 during term 6.

	Changing Me
EYFS	Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations
Year One	Life cycles – animal and human, Changes in me, Changes since being a baby, Differences between female and male bodies (correct terminology), Linking growing and learning, Coping with change, Transition to Year 2.
Year Two	Life cycles in nature, Growing from young to old, Increasing independence, Difference in female and male bodies (correct terminology), Assertiveness, Preparing for transition to Year 3
Year Three	How babies grow, Understanding a baby's needs, Outside body changes, Inside body changes, Family stereotypes, Challenging my ideas, Preparing for transition to Year 4
Year Four	Being unique, Having a baby, Girls and puberty, Confidence in change, Accepting change, Preparing for transition, Environmental change
Year Five	Self- and body image, Influence of online and media on body image, Puberty for boys, Puberty for girls, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition to Year 6
Year Six	Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Consensual and non- consensual sharing of nude and semi-nude images, Transition to secondary school

2. Setting ground rules before Relationships, Health and Sex Education

Before RHSE takes place, teachers will set a number of ground rules to make sure that the environment is safe and supportive for all. These include:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to not say anything
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

3. Answering Difficult Questions in Sex Education

Sometimes an individual child may ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. The school believes that teachers must use their skill and discretion in these situations and refer to senior colleagues for advice if concerned.

4. Partnership with Parents

The school is committed to working with parents. The content of the Health and Sex Education curriculum is explained and extracts of the material to be used will be shown. Parents will be given the option of viewing all materials to be used if they so wish.

The Sex education programme at Bishop Chavasse CE is non-compulsory in Year 5/6. Pupils can be withdrawn by their parents from this programme undertaken by the school. Parents exercising this right are invited to discuss the matter with the class teacher and Headteacher.

5. Special Educational Needs and Disabilities (SEND)

The School is committed to ensuring that all pupils, including those with identified SEND, experience Relationships Education, Health Education [and sex education] which is appropriate both to their needs and their readiness for learning. Where pupils have SEND which means they need a tailored approach either to ensure teaching is effective or to adapt or sequence content to meet their specific needs, the School will undertake to meet their needs effectively. This will either be through appropriate differentiation or support in class, or in some cases may involve some teaching which happens outside the classroom context.

6. Wider PSHE

In addition to the curriculum overview provided above for Relationships Education, Health Education and Sex Education, Bishop Chavasse CE Primary School also teaches a breadth of topics under the broader heading of PSHE (Personal, Social, Health and Economic Education) following the Jigsaw Scheme of Work.

7. LGBT (Lesbian, Gay, Bisexual, Transgender)

It is our objective that Relationships Education helps to promote awareness of diversity and respect for it, and that the subject should feel relevant to all pupils, regardless of their identity or family circumstances. To this end, same sex relationships are referenced at various points in the Relationships Education curriculum, in that family units may be of different make-up in Year 1 and 2, and from Year 3 onwards directly, specifically in the following ways:

- Year 1 onwards: 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;
- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Year 2 onwards: what a stereotype is, and how stereotypes can be unfair, negative or destructive;
- Year 3 onwards: 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;
- pupils are made aware that some families may have single parents or parents of the same sex, and children in these families are equally entitled to respect;
- Year 5 onwards: that bullying or name calling on the basis of actual or perceived sexuality or gender identity is wrong; that LGBT based stereotypes are wrong; and
- that LGBT couples under British law may marry or enter into civil partnerships and live happy and fulfilled family lives.

The School recognises that all people are created in God's image and values and nurtures every child accordingly.

Particular regard is had to the Church of England document *Valuing All God's Children*

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

8. Religious backgrounds and perspectives

Bishop Chavasse CE Primary School is a Church of England school. As such, we will teach pupils in particular the perspectives of the main Christian traditions on Relationships (and sex) alongside teaching pupils their responsibilities, rights and freedoms under British law.

Bishop Chavasse CE Primary School recognises that careful framing of some issues will be needed to ensure the right balance is maintained. This is particularly the case on LGBT relationships. The School's 'anchor text' on this issue is:

"The majority of people who follow the teachings of Christianity [and/or other faiths] may choose to live in families consisting of a man, woman and children. Some religious people will see this as a preferred way of living. The law in this country allows and respects the right of people to live in families such as this. However, the law also gives people

the right to live in other families. You may come across families where two men or two women have chosen to live together or marry and bring up children together. That family is also allowed under the law in this country and we respect the rights of people to live in different families.”

“If we meet children who live in different sorts of families to those we are familiar with, it is wrong to say bad things about them or to bully them. Like their parents and their families, they are entitled to the same respect as everyone else.”

9. Visiting speakers

Where visiting speakers are invited or employed to address aspects of these subjects either in class or in other contexts, the School accepts full responsibility for what is said or taught. This responsibility will be discharged by careful due diligence on any visiting speakers in advance of any sessions, including reviewing texts and presentations to be used in advance. The School will ensure that appropriate safeguarding precautions are taken on such occasions, and that any visiting speakers know how to handle any disclosure which may arise or how to report any concerns they may have relating to safeguarding. The School reserves the right to terminate with immediate effect any session run by an external speaker which does not align with the School’s ethos or approach.

10. Confidentiality

A child’s confidentiality is maintained subject to our agreed policy on Safeguarding and Child Protection. Concerns regarding the safeguarding of any child will be reported to the Designated Safeguarding Lead.

11. Virtues and character education

Bishop Chavasse CE Primary School recognises that Relationships Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils. We note the Non-statutory Guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/849654/Character_Education_Framework_Guidance.pdf published by the Department for Education on Character Education and are committed to evaluating our strengths and identifying areas for development.

12. Assessment and evaluation

Bishop Chavasse CE Primary School approaches assessment and evaluation in this subject in the following ways. Assessment in these subjects is needed to ensure teachers know how well pupils have learnt what is intended for teaching. In cases where such assessment indicates less understanding or knowledge than intended, the teacher will put in place additional teaching or practice as required. Assessment can also be used in some cases to provide teachers with a ‘baseline’ at the start of a topic or lesson (identifying how much pupils already know before the teaching starts) which can be useful both for teachers and pupils. Assessment itself also supports pupils in the learning and application of essential knowledge: the act of recalling or thinking about an unfamiliar application of knowledge strengthens the cognitive function.

The outline curriculum plan in this Policy informs stakeholders including parents of the subject matter covered. There will be no further reporting to parents on individual pupils’ performance in these subjects, although their attitudes and conduct in lessons in these subjects may contribute to overall reporting on these issues.

13. Consultation

A consultation exercise was carried out before this Policy was approved by the Local governing Body. A draft Policy was made available for parents for a two week period, and a drop-in event for parents to see resources and discuss the teaching of these subjects with the Headteacher was offered. All comments received were noted and shared with the Local Governing Body before the final version of the Policy was approved.

Appendix A

- Schools are required to comply with relevant requirements of the Equality Act 2010. Chapter 1 of Part 6 of the Act applies to schools. As an example, Part 6 of the Act makes it unlawful for a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions or in how the school is run.
- The content of the school curriculum is exempt from the duties imposed on schools by Part 6 of the Equality Act. Excluding the content of the curriculum ensures that schools are free to include a full range of issues, ideas and materials in their syllabus, and to expose pupils to thoughts and ideas of all kinds, however challenging or controversial, without fear of legal challenge based on a protected characteristic.
- State-funded schools are required, in discharging their functions, to have due regard to the need to:
 - eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act; and
 - advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.
- Relevant protected characteristics are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- Whilst this does not mean that schools are required to teach about the Equality Act or the protected characteristics, they may choose to do so in teaching their pupils about respect for difference and in the context of other requirements, such as promoting fundamental British values and the spiritual, moral, social and cultural development of pupils.
- Section 149 of the Equality Act sets out the public sector equality duty, which applies to all state funded schools. In summary, the PSED requires such schools, in their decision-making, to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act;
 - Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
 - Foster good relations between people who share a relevant protected characteristic and those who do not
- For the purposes of the second and third bullets, relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation

Please see the [PSED](#) for further detail as well as the guidance for schools: [Public Sector Equality Duty Guidance for Schools in England](#) (2014).