



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

Relationships, Health and Sex Education (R.S.H.E) Policy

Rainbow Forge Primary Academy

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

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

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

Legal Framework

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well-being (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND), PSHE and Equality.

Definition

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils, who will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

Key Objectives

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

The Curriculum:

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age-appropriate and progressive, building the children’s knowledge, understanding and skills year on year. This is built into the Jigsaw scheme of work already implemented for the teaching of PSHE. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

- 1. Knowledge and Understanding**
- 2. Personal and Social Skills**
- 3. Attitudes and Values**

Aspects of Coverage/ Concepts

The following aspects and concepts will be covered within the RSHE guidance published in June 2019.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

RSE Content

The grid below shows the progression of learning taught within the Sheffield scheme of work which is used to deliver the PSHE and RSE curriculum through weekly lessons:

	Pre- Nursery	N1	N2	Reception
Managing own Feelings	<p><u>Identifying Feelings</u> Can express their own feelings such as sad, happy, cross, scared, worried.</p> <p><u>Strategies for Difficult Feelings</u> Aware that some actions can hurt or harm others.</p>	<p><u>Identifying Feelings</u> Welcomes and values praise for what they have done. Usually adapt behaviour to different events, social situations and changes in routine.</p> <p><u>Strategies for Difficult Feelings</u> Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p><u>Identifying Feelings</u> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p><u>Strategies for Difficult Feelings</u> Know what to do when you feel upset and who you can go to for help</p>	<p><u>Identifying Feelings</u> Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice.</p> <p><u>Strategies for Difficult Feelings</u> Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums.</p>
Relating to others	<p><u>Building Positive Relationships</u> Play and interact with others, but returns for a cuddle or reassurance if becomes anxious. Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.</p>	<p><u>Building Positive Relationships</u> Shows affection and concern for people who are special to them. May form a special friendship with another child.</p> <p><u>Dealing with Conflict</u> Seeks comfort from familiar adults when needed.</p>	<p><u>Building Positive Relationships</u> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><u>Dealing with Conflict</u> Shows confidence in asking adults for help</p>	<p><u>Building Positive Relationships</u> Be able to initiate conversations with familiar people and know how to take turns</p> <p><u>Dealing with Conflict</u> Know that all people are different so that can mean we also have different opinions. Find ways to solve conflict with help from an adult</p>
Anti Bullying	Interacts with others	Know about ourselves and how we look different.	Understand what friends are and how they can help	Understand Bucket Time and how if we do the right thing we make others happy

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Friendship	<p>Who is a friend? What makes a good friend? Should friends tell us what to do?</p>	<p>Are all friends the same? Are friendships always fun? Friendship online What makes a good friend?</p>	<p>What makes a close friend? How do I accept my friends for who they are? Should I try to fit in with my friends? Should friends tell us what to do?</p>

Families	Do families always stay the same? How should families treat each other? Who is in the family? Are all families the same?	Are all families like mine?	Why do some people get married? Are families ever perfect? Is there such a thing as a normal family?
Relating to others	What makes a boy and a girl? Dealing with Conflict Understand why we sometimes fall out Know how to stand up for oneself	How do we make the world fair? How can we help people around us? Dealing with Conflict Recognize and try to challenge stereotypes Recognise when I am using a putdown Understand when breaking friends with someone might be the best thing to do Break friends with someone without hurting their feelings Think about when to forgive someone	What is prejudice? What is the history of prejudice? Why do we argue? How do I save a life? Dealing with Conflict Understand different types of relationships and ways these can be unhealthy (eg: controlling) and who to go to for support Consider stereo-typing and judgement Identify put-downs and conflict Understand dealing with or ending friendships Understand forgiveness
Anti-bullying	How do we stop bullying?	Say what bullying is and how someone being bullied feels	Develop strategies to prevent bullying Recognise and challenge prejudice Explore gender stereotypes

Health Education Content

The grid below shows specific Health Education content for each year group taught within the Sheffield scheme of work which is used to deliver the PSHE and SRE curriculum through weekly lessons:

	Pre- Nursery	N1	N2	Reception
Keeping Safe	<u>Safety at Home</u> Begin to understand how they feel safe at home <u>Road Safety</u> To stay with an adult when crossing the road	<u>Safety at Home</u> Shows affection and concern for people who are special to them. <u>Road Safety</u> Understand why it is important to stay with an adult near roads	<u>Safety at Home</u> Be able to follow rules set at home <u>Road Safety</u> Know how to stay safe with an adult when crossing the road	<u>Safety at Home</u> Know what to do if there is an emergency at home <u>Road Safety</u> Discuss road safety and be aware of what might happen.

Keeping Healthy	<u>Personal Care</u> Communicates needs for toileting, (eg: when wet) Develops own likes and dislikes in food and drink.	<u>Personal Care</u> Beginning to be independent in self-care, but still often needs adult support	<u>Personal Care</u> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Can wash own hands	<u>Personal Care</u> Understand why we need to look after ourselves, eating healthy and exercising. <u>Growing Up</u> Know that we all grow up, compare what they could do when they were babies and what they can do now.

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Keeping safe/ Online safety	<u>Safety at home</u> When should I say no? Who owns my body? Pants rule <u>Online safety</u> Online strangers How can I stay safe? <u>Road safety</u> Assemblies to make children aware of the dangers	<u>Online safety</u> Online strangers and sharing information Digital media Verifying content <u>Road safety</u> Assemblies for keeping them and others safe on roads	<u>Online safety</u> Meeting strangers online Personal information- terms and conditions Analysing digital media <u>Road safety</u> Taking responsibly for others – assembly
Keeping healthy	<u>Personal care</u> How do I make my body stay healthy? How do we stop getting ill?	<u>Personal care</u> How do I keep my body healthy? How do I get a healthy diet? How do I stop getting ill? <u>Growing up</u> What is a period? (Y4 girls only)	<u>Personal care</u> Where should I get my health information? How can I stay fit and healthy? Can I avoid getting ill? <u>Growing up</u> How will I stay clean during puberty? Why do some people take drugs?
Personal development	<u>Self esteem</u> Who am I? What helps me to be happy? <u>Solving problems</u> Personal information-computing links	<u>Self esteem</u> Are we happy all the time? Where do you think you belong? <u>Solving problems</u> Personal information	<u>Self esteem</u> Is there such a thing as a perfect body? Who am I? <u>Solving problems</u> Protecting our identity Control and consent

Sex Education

In addition to Relationships and Health Education, sex education is taught in year 6. Parents are able to withdraw their child from this learning if they choose to (see 'Parents' section below).

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Personal development			<u>Change</u> How do plants and animals reproduce?- science link How will my body change, as I get older? How will my feelings change, as I get older? What is menstruation? Sexual reproduction

Implementation:

We deliver our RSHE curriculum through a range of approaches within the school day.

These include:

- *Weekly Picture News & PSHE Assemblies*
- *A weekly PSHE lesson*
- *Science Lessons*

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

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 may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Equality, Inclusion and Support

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil

partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Staff Training

All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This is in the form of ongoing teacher assessment after each lesson or module to ensure children have fully gained the knowledge and experience required to fulfil the RSHE objectives.

The Role of Parents

RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the Academy's RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (knowledge organisers/ explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact Nina Sneddon.

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

Resources

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are informed of any lessons where they feel they may want their child to be removed from the classroom, but teachers ensure there is an open dialogue between them and parents to ensure they are aware of the resources used.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in Upper Key Stage 2 toilets and disabled toilets
- Pupils can access sanitary products from the Year 6 toilet
- For those experiencing period poverty free sanitary protection can be accessed from Nina Sneddon or Nicole Wood.

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at the Academy please contact Nina Sneddon or Nicole Wood for support.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the academy's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *Curriculum*
- *Complaints*
- *PSHE*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the academy website.