



# Relationships, Sex and Health Education (RSHE) Policy

Updated September 2022

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## DOCUMENT CONTROL

### Who is this policy for?

Staff

Parents AAB

members

### Version number

1

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# 1. AIMS

The aims of relationships, sex and health education (RSHE) are to:

- Provide a framework in which sensitive discussions can take place
- Promote an inclusive ethos to ensure all pupils are valued and respected
- Ensure that the curriculum is an inclusive one and all pupils, including those with SEND will have equality of access to the whole curriculum offer.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure the delivery of RSHE is factual, sensitive and balanced. Staff will avoid the imposition of personal opinion. Instead they will stay focused on the social, moral, spiritual, health and education aspects of the topics.
- RSHE promotes meaningful, loving and healthy relationships

The RSHE policy is underpinned by the ethos and values throughout the school.

# 2. STATUTORY REQUIREMENTS

Under the Academies Act 2010 all schools must provide a balanced and broadlybased curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

As a primary academy we must provide relationship education to all pupils as per section 34 of the Children and Social Work Act 2017.

Primary schools are not required to teach sex education. The Department for Education continues to recommend that primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

At Whetley Academy we teach RSHE as set out in this policy which includes relationship and health education and sex education in Y5 and Y6. This is a statutory requirement.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2019)
- Children and Social Work Act (2017)

### 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, pupils and parents. At Whetley Academy parent partnerships play a significant part in all areas of the curriculum. Our parents were informed by letter and given a copy of the RSHE policy and content of the delivery of RSE lessons. We welcomed parent's feedback and any queries they had regarding the policy. All parent concerns were dealt with accordingly and misconceptions around the teaching of "sex" in RSHE content was explained.

#### **Definition**

Relationships, Sex and Health Education (RSHE) is part of a lifelong learning about physical, moral and emotional development and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity and mental health. RSE involves a combination of sharing information and exploring issues and values.

**RSHE is not about the promotion of sexual activity.**

At Whetley Academy RSHE is centred on personal safety, caring for others and building strong family relationships. Lessons are set in the context of the family, friends and wider societal issues and address responsibilities that arise from within these relationships.

RSHE at Whetley Academy will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

**RSHE is not about the promotion of sexual activity.**

## **4. DELIVERY OF RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. This may be in lessons or form learning time. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationship education focuses on the fundamental building blocks and characteristics of positive relationships including:

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

### **Relationships Education Expectations**

By the end of primary, pupils will need to know:

#### **Families and People who Care for the Pupil**

- That families are important for children 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 (available to both opposite and same sex couples) and civil partnerships represent 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

### **Caring Friendships**

- 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, and 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, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful Relationships**

- The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- 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 in 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 different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online Relationships**

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

## **Being Safe**

- 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, including that it's 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) whom 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 or others, and to keep trying until they're heard
- How to report concerns or abuse, and the vocabulary and confidence needed to do so
- Where to get advice (e.g. family, school and/or other sources)

## **Health Education Expectations**

By the end of primary, pupils will need to know:

### **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're feeling and how they're 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's 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're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- It's 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
- 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
- Where and how to report concerns and get support with issues online

### **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)
- How and when to seek support including which adults to speak to in school if they're worried about their health

### **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
- 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)

### **Drugs, Alcohol and Tobacco**

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

### **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're spread and treated, and the importance of handwashing
- The facts and science relating to immunisation and vaccination

### **Basic First Aid**

- 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

### **Changing Adolescent Bodies (Y5 and Y6 only)**

- Preparing boys and girls for the changes that adolescence brings -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 including the key facts about the menstrual cycle.

### **Sex Education Expectations (Y6 only)**

- Make sure boys and girls are prepared for the changes that adolescence brings.
- Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born.

Across the faiths, there is obviously some variation in attitudes and outlooks in regard to Relationships and Sex. The teaching of RSHE at Whetley Academy is respectful of all cultural and religious differences.

The teaching of RSE at Whetley Academy is in line with outcomes outlined within the ECM framework, specifically, "Be Healthy" & "Stay Safe".

## **5. ROLES AND RESPONSIBILITIES**

### **5.1. The Academy Advisory Board**

The academy advisory board will approve the RSE policy, and hold the Head of Academy to account for its implementation.

## 5.2. Head of Academy

The Head of Academy is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see section 7).

## 5.3. Staff

### The Teaching of Relationships, Sex and Health Education

RSHE will be taught across the curriculum but specifically in PHSE and science. Class teachers and external professionals will deliver RSHE.

Staff are guided by the Fraser Guidelines\*, which provide guidance for health and education professionals and details of these are provided in the DfE Relationships and Sex Education (2019) guidance.

[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](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)

Relationships Education – Primary

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

If questions are asked in class or in assembly adults will follow agreed practice based on DfE guidance 2019. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

In the instance of a disclosure, staff will consult with the designated safeguarding lead and in their absence the deputy safeguarding Lead / Head of Academy or Principal.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Being inclusive and ensuring the needs of SEND pupils are met
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE

Staff will:

- Use the correct terms for all body parts
- Use clear, unequivocal language in an objective manner
- Discuss what 'slang' words mean and say that some can be seen as offensive. Staff will use their judgement in discussion depending on understanding and maturity level of learners.
- Use their professional judgement as to answering questions in front of the whole class or individually taking into account the Child Protection Policy and Safeguarding Policy.
- Encourage learners to ask their parents/carers any question outside the planned programme.
- Set out clear ground rules regarding personal questions, which are agreed by staff beforehand.
- Have designated adults that learners know of to go to if they wish to talk.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

**RSHE resources:**

RSHE resources are chosen and checked for:

- Being inclusive – acknowledging the full spectrum of diversity in society
- Positive, healthy and unbiased messages
- Age and understanding appropriateness.

## 5.4. Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## 6. PARENTS' RIGHT TO WITHDRAW

The new legislation brought in through the Children and Social Work Act 2017 brought important changes in relation to parental rights to withdraw children from school RSHE:

1. Parents will not be able to withdraw their child from relationships education in primary school or secondary school.

2. Parents' have the right to withdraw their children from the non-statutory (nonscience) components of sex education within RSHE.
3. Requests for withdrawal should be put in writing and addressed to the Head of Academy. A copy of withdrawal requests will be placed in the pupil's educational record and on CPOMS. The Head of Academy will discuss the request with parents and take appropriate action.
4. Alternative work will be given to pupils who are withdrawn from RSHE.
5. Parents are informed by letter/email of the policy and content of RSHE with a full explanation of the curriculum content and how it will be delivered. Parents are expected to reply in writing if they wish to withdraw their child. Parents are welcomed to discuss any concerns and queries with appropriate staff.

## 7. TRAINING

Staff are trained on the delivery of RSHE as part of their induction and it is included in the continuing professional development calendar.

The Head of Academy will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE when needed and appropriate to do so.

## 8. MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by the Head of Academy and the Subject Lead through:

Pupil voice

Pupil behaviours

Learning walks

Opeus gridmaker

Class teachers plan and deliver the RSHE programme and ensure that all aspects of RSHE are covered as defined in government guidance especially the National Curriculum for PSHE- "personal wellbeing". The programme is reviewed on an annual basis.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

As part of effective RSHE provision, this policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.