

Leverton Church of England Academy



RSHE (Relationships, Sex and Health Education) Policy

Policy written by:	By Ms J Bailey
Date written:	March 2021
Adopted by Governing Body on:	
Next Review date:	March 2023

Statement of Intent

At Leverton C of E Academy our Christian vision shapes all we do. We provide our children with the opportunities to flourish spiritually, academically and as confident individuals. We believe that all children deserve to be treated with dignity and respect by all. In order to fulfil this, we deliver a comprehensive Relationships, sex and health education curriculum to all our pupils. Providing pupils with the knowledge of relationships and health ensures our children are able to keep themselves safe and are prepared for the changes that occur throughout their lives, at age appropriate levels. Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-worth. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing. As a school we also teach about living in the wider world to support developing a sense of community and to consider children's rights and responsibilities as they grow.

At Leverton C of E Academy we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

We are committed to:

- ✓ Promoting good mental health and wellbeing
- ✓ Providing children with age-appropriate knowledge and skills related to RSHE
- ✓ Providing a nurturing and supportive environment where children are listened to
- ✓ Promoting a culture of openness and acceptance

This policy should be read in conjunction with the following policies:

- Teaching and Learning
- Behaviour Policy
- Child Protection
- Anti-bullying
- Special Educational Needs
- Mental Health & Wellbeing
- SEND policy
- E-safety
- Equality information and objectives

Legal framework

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
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- 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'
- DfE (2020) 'Teaching about relationships, sex and health'

Lead members of staff

- Designated safeguarding leads – Miss R Chadwick, Mrs J Bailey, Mrs Z Sirrell, Mrs C Elsom
- Mental health lead – Mrs J Bailey
- Staff wellbeing leads – Mrs Z Sirrell & Mrs J Bailey
- RSHE lead – Mrs J Bailey

Curriculum

At Leverton C of E Academy we have adopted the planning and resources available from the PSHE association to support our policy. Using the views of some pupils, parents and staff we were able to adapt our planning to meet the needs of our school and our community.

Relationships, sex and health education are taught through our weekly PSHE lessons in each class. The curriculum is taught as a thematic approach over a two-year cycle where children consider the answers to three questions each term. An overview of the curriculum for each class are provided below. More detailed information can be found in the medium term plans provided on our website.

Early years – Children in our early years classes are taught through the Personal, Social and Emotional Development area of learning. More information is found in our EYFS policy.

Key stage one (Elm class, years 1&2)– Overview of teaching and learning

Relationships:

- **What is a family?** – Discussing the different make-ups of families (including same sex families, single parents etc), how families care for each other and the roles people play within families.
- **What is a friend?** – Discussing how friends help and support us and what to do when friends fall out.
- **What is respect?** – Discussing kind/unkind behaviour and how others should be treated
- **Is it ok to give hugs?** – Covering comfortable/uncomfortable human contact and their right to say NO. Discussing what to do if something makes them feel uncomfortable
- **Is it ok to have secrets?** – Discussing the difference between good secrets and bad secrets and what to do if they are worried about something. Children taught about 'pressure' and what to do if they feel unsafe. To consider what is meant by bullying.
- **How can I be a good friend?** – Learning about how to play cooperatively and how we can have similarities and differences.

Living in the wider world:

- **How do we show we care?** – Thinking about how and why it's important to care for each other, animals and our environment.
- **Where do I belong?** – Understanding that we can belong to different groups and communities and that there might be different rules/responsibilities with these.
- **What is the internet?** – Discussing what the internet can be used for and that we have to keep safe online.
- **Is technology a good thing?** – Recognising the different uses of technology and how it important to use tech safely.
- **What is a job?** – Discussing different jobs of people around them and around the world and why responsibilities are important.
- **Do we need money?** - Learning about the different forms money can take and how/why people get, keep and spend money.

Health and wellbeing:

- **How can I be healthy?** – Learn about the different components to a healthy lifestyle including food, sleep and exercise.
- **How can I feel good?** – Learn about what help us to feel good and what we can do if we don't feel good.
- **Do I always feel good?** – Recognising a range of feelings, how to deal with them and how it might affect people.
- **How do we grow and change?** – Learn how we grow from babies to adults and how are needs change as we grow. Children are taught to use the correct name for the external genitalia (penis, vagina)
- **How do I keep safe?** – learn about risks and dangers in a range of places both in and out of school and how to access help including in an emergency.

Key stage two – (Ash class, years 3&4)– Overview of teaching and learning

Relationships:

- **Are all families the same?** –Children explore different family structures including single parents, same sex parents, foster parents etc. To understand how families are meant to support and care for one another and what to do if they are worried.
- **What are healthy friendships?** – Children think about what healthy friendships look like and how they should treat each other both in person and online. Understanding that knowing someone online is not the same as in real life and the dangers this poses.
- **What are personal boundaries?** – Children consider what privacy is and what things we should or should not share with others. They recognise hurtful and bullying behaviour in different forms.
- **What is peer pressure?** – Children begin to understand the consequences of hurtful and teasing behaviours with others. Children unpick the idea of being pressured into doing or saying things and how this impacts others.

- **How do we show respect?** – Children unpick what respect looks like with words and actions and the consequences of disrespecting others. Children also consider self-respect and that everyone deserves to be treated with respect.
- **How do we show acceptance?** – Children consider strategies to support with accepting and tolerating others and that we all deserve to be accepted. Children understand that it is ok for us to be different, think differently and act differently.

Living in the wider world:

- **What are rights and responsibilities?** – Children consider what human rights are and why they are important. They understand that everyone has responsibilities in a range of situations and the consequences of not abiding by the law.
- **What is a community?** – Children consider what it means to belong to and live in a community and that people belong to a range of communities and groups.
- **How can we use technology responsibly?** – Children consider what they see on the internet and how it can be adapted and changed. They learn about age-ratings and the importance of making safe/reliable choices when using technology.
- **What are the risks with technology?** – Children think about how adverts information can be shared online and the risks of this as well as learning about advertisements that attract people to click and enter personal details.
- **Why are jobs important?** – Children consider a range of jobs and different sectors of work including volunteering. They develop an understanding of job choice and how these can be changed and developed over time.
- **How do we use money?** – Children learn about the different forms money can take and why we might need to spend money. Children will consider when it is a necessity to spend money and what it means to budget.

Health and wellbeing:

- **What is a healthy lifestyle?** – Children consider what makes a healthy and unhealthy lifestyle. Learning about balanced diets, exercise and how ‘habits’ can affect our health
- **How can we manage our own health and hygiene?** – Children learn how to look after their own health. Discuss common illnesses and how they can be treated.
- **What is resilience?** – Children discuss their strengths and difficulties, how it can make you feel when things go wrong and strategies to help when problems arise.
- **Who am I?** – Children consider what makes them the people that they are. They learn about how race, culture, gender, hobbies and faith can make up who you are and how you as a person.
- **Can I identify risks?** – Children learn about risks in the home and in the local area. They consider how to keep themselves safe and to manage risks.
- **What are drugs?** – Children learn about medicines and how/why they are used. They learn how some drugs (cigarette, alcohol, vaping) can affect people’s health and wellbeing.

Key stage two – (Oak class, years 5&6)– Overview of teaching and learning

Relationships:

- **Is trust important?** – Children will consider the importance of trust within friendships. They discuss peer pressure and how to manage challenges of difficulties within friendships.
- **What is commitment?** – Children will learn about the ways people can show commitments towards each other and consider what a healthy relationship may look like. Children think about the difference between sexual orientation and gender identity.
- **Do I have choices?** – Children think about what physical touch is, how it makes them feel and the rights to say no. Children will learn about what to do if something or someone makes them feel uncomfortable.
- **How do I manage risks?** – Children learn about risks related to theirs and others online behaviour. They think about how to respond to pressure from others and what to do if something or someone makes them feel uncomfortable.
- **Why is respect important?** – Children consider how to listen and respond respectively to others with a range of beliefs and viewpoints. They learn about discrimination, what it may look like and how to safely challenge and report this.
- **How do people share their views?** – Children discuss the importance of respecting their own and others views. They learn how to discuss topics respectfully and how to respond when they disagree. Children think about ways to manage participation in online discussions safely.

Living in the wider world:

- **Why is the environment important?** – Children consider the impact of different lifestyles on the environment. They think about the different aspects of life and how their actions can impact on the environment.
- **What is equality?** – Children think about ‘prejudice’ and ‘stereotypes’. They consider how to recognise stereotyping can impact and influence others decisions and opinions.
- **Is everything we see/hear true?** – Children learn about different types of media and their purposes. Eg. Advertising, entertain, persuade, inform. Children consider how they can assess the reliability of information they find. Children learn how to recognise unsafe and suspicious content and how to respond to this.
- **How do I know what is ok to share?** – Children learn about the use of social media, the age restrictions and reasons for these. They learn how images and information can be altered and manipulated and think about how to recognise these. Children learn about the impact of sharing things online and that there are laws in place for this.
- **What are my hopes and aspirations?** – Children consider a range of career choices and what might impact the career choice people make. Children learn about the role

of inclusion and diversity within job roles and the different ways to progress to different jobs. I.e. college, university, apprenticeship.

- **Why is it important to manage money carefully?** – Children learn about the role money plays in life and how it can be used effectively. They think about value for money and how money can affect your mental health and wellbeing. Children learn about common risks associated with money such as debt, fraud and gambling.

Health and wellbeing:

- **Why is mental health important?** – Children learn about the strategies that enable us to maintain good mental health as well as what to do when they don't feel good. They think about medicines, managing their health and how vaccinations prevent illnesses. Children think about the risks of sun exposure and how to keep safe. They also think about the impact of online behaviours on our mental health.
- **What can affect our mental health and wellbeing?** – Children think about life changes that can affect their mental health such as bullying, grief and loss. Children learn about a range of feelings, how they can conflict with each other and what to do if they or someone they know experiences feelings that concern them.
- **What is my identity?** – Children consider what contributes to their identity. They consider how they can express their identity in different ways. Children learn that for some people their gender doesn't correspond to their biological sex. Children consider how they may change as they grow including their level of independence and responsibility.
- **What is transition?** – Children learn about different transitions. They learn about the differences between primary and secondary school and how to prepare for these. Children find out about the different expectations in terms of uniform, behaviour and homework in particular.
- **Year 5 Puberty** – Children learn about the changes that happen during puberty including menstruation, erections and wet dreams. They learn about the importance of personal hygiene routines during puberty and how to discuss the challenges they face with a trusted adult.
- **Year 6 Sex Education** – Children consider the link of love and committed relationships with conception. They learn what sexual intercourse is and how it can be part of an intimate relationship between trusted adults. Children learn how pregnancy occurs and that it can be prevented with contraception. Children think about the responsibilities that come with being parents and how a baby changes someone's life. – *Parents will receive a letter explaining the programme before this takes place and explaining the right to withdraw.*
- **First Aid Training** – Children will learn about risky situations and the dangers of these. They will learn how to manage emergency situations and learn some basic first aid techniques.

- **DARE program** – Children will take part in the DARE program which enables pupils to identify the risks associated with drugs and violence. This comprehensive program alerts children to a variety of dangers and how to protect themselves as they come across these.

Sex education

The teaching and learning of relationships and health education is compulsory and therefore children cannot be withdrawn from these sessions.

The National Curriculum for Science in primary schools includes content about human body parts, growth, puberty and reproduction. **Parents/guardians do not have the right to withdraw from this aspect of the curriculum.**

Whilst the teaching sex education is not compulsory until secondary school it is up to individual schools if they wish to teach this. As a school we understand the importance of equipping children with the knowledge and understanding that could support them in keeping themselves safe. Children are taught a specific group of lessons on sex education in Year 6. **Parents will receive a letter outlining the content of these sessions prior to the unit being taught and the right to withdraw their child will be explained.**

Assessment

Throughout the teaching and learning of RSHE, it is important that teachers are able to consider children's level of understanding related to the topics covered. A range of activities are used at the end of each unit to gather the information needed to measure children's knowledge and understanding. Teachers formally assess children against the key areas of Health and wellbeing, living in the wider world and Relationships. Using information gathered over time, teachers will record if children are 'working towards, working at or working above' the learning intentions for each area. Assessment information will be gathered by the PSHE lead and passed on to new teachers. This information is used to consider the teaching approaches and needs of the children as they move from year group to year group. Where concerns are raised, teachers will discuss these with the RSHE lead.

Differentiation

All teachers consider the needs of the pupils in their class and are skilled in adapting the lessons to meet these needs. Where children are identified as having a special educational need, the teacher will liaise with specialists, other professionals and the SENCO to ensure the curriculum is relevant to the pupil and meets the needs of the child.

Monitoring and evaluation

The RSHE lead will conduct a number of monitoring activities throughout the year to analyse the impact of the curriculum on the children. This includes learning walks, observations, gathering pupil views, the views of staff and the assessment data. The overall effectiveness of the subject will be reviewed annually in discussion and curriculum reports to the Headteacher and governing body.