Relationships Sex and Health Education (RSHE) Policy

Freemantle C.E Community Academy Trust

Reviewed by:	Nina Myszkowski Kathryn Bevan-Mackie	**Date:** July 2022
Approved by:		
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1. Aims and ethos

This policy covers our school's approach to Relationships, Sex and Health Education (RSHE) at Freemantle C.E Community Academy. This policy was written in consultation with staff, parents and the Board of Directors.

As outlined within our 'Academy Vision and Values' document and 'Freemantle Curriculum Aims'; RSHE is an important element of developing the 'whole Freemantle child' within our nurturing and inclusive school where everyone feels safe and valued as members of the school, local and global communities. As a school, and in partnership with parents, we have a responsibility to prepare pupils for their development in RSHE, which includes preparing pupils for puberty and for their growth into adult life.

Effective RSHE has a positive effect on children's self-esteem because pupils are encouraged to recognise their individual needs, to respect the needs and wants of others, and to develop the skills and confidence to make informed and educated choices. Therefore, our overarching aims for our pupils are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Weave RSHE into other subject areas to reaffirm messages and normalise conversations on the topics – this also embeds learning for children who may not understand through only one context

We consider the make-up of each cohort, including the gender and age range of our pupils, and consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics *which mean that they are potentially at greater* risk. (DFE Statutory Guidance 2020)

As a consequence, we ensure RSHE is inclusive and meets the needs of all of our students, including those with special educational needs and disabilities (SEND) by:

- Carefully planning the content based on children's age, stage and maturity through effective Ipsative assessment models
- Consulting with parents/carers to share and agree expectations, as well as sharing sensitive curriculum content in advance to enable further discussion at home
- Offering pupils to share their own views and opinions, and using this information to further inform our planning

2. Statutory requirements

As a primary school we must provide Relationships Education and Health Education to all pupils as per section 34 of the Children and Social work act 2017. We are not required to provide Sex Education (RSE) but we do need to teach the elements of sex education contained in the science curriculum. However, the Government recommends that all Primary Schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

Within this recommendation, effective RSHE should ensure that both boys and girls are prepared for the changes that adolescence beings and drawing on knowledge of human life cycle set out in the national curriculum for science i.e. how a baby is conceived and born. Due to the needs of our school and community, we made the decision to teach RSHE to ensure that our pupils were fully prepared for adolescent life in the City of Southampton.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Documents that inform this 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 (2020)
- Children and Social Work Act (2017)

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE Leadership Team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend an online meeting about the policy following a presentation on PSHE and RSHE
4. Ratification – once amendments were made, the final policy was agreed with the Board of Directors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity, personal identity and keeping safe. Health education also includes physical health and mental wellbeing.

RSHE focuses on the building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and adults.

RSHE also teaches children about their physical health and mental wellbeing.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health and sexuality. It involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. It is based on the statutory objectives as set out in Appendix 2.

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online – this may include further discussion with parents and carers.

Our curriculum is based on the statutory guidance in the Relationships, Sex Education and Health Education document, 2019 and the PSHE Association Programme of Study for PSHE Education, 2020.

Our RSHE programme is an integral part of our whole school PSHE provision. The curriculum that has been developed is a knowledge-based curriculum with a progression in knowledge document that allows pupils to build on and develop their knowledge and understanding of RSHE over their years at Freemantle Academy.

PSHE/RSHE is taught weekly, through planned lessons, which are delivered in a carefully sequenced way. This ensures we have a strong curriculum that builds on pupils' prior knowledge and understanding and having the same high expectations of the quality of pupils' work as for other curriculum areas. Focus weeks, assemblies and one-off talks or events are sometimes used as they can greatly enrich the taught PSHE programme, but these are not used to replace the regular, timetabled PSHE lessons in each year group.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Our RSHE provision is inclusive in terms of gender identity, sexual orientation, disability, diversity, ethnicity, culture, age, religion, belief or other life experience.

We will ensure RSHE is matched to the needs of our pupils by ensuring RSHE is age and stage appropriate and relevant to the pupils in our care. Local data for the Southampton area will be reviewed periodically to ensure that our RSHE teaching remains relevant.

For more information about our curriculum, see our Freemantle Thematic Model in Appendix 1

6. Delivery of RSHE

RSHE is taught within the Personal, Social, Health and Economic Education (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

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

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We will ensure a safe learning environment by:

- Ensuring teachers set ground rules and use distancing techniques to protect themselves and by the children
- Adhering to the Academy Safeguarding Policy
- Handle pupils' comments and questions sensitively

Our RSHE programme will be taught through a range of teaching methods and interactive activities, including:

- Draw and write
- Conversation
- Role play or story boarding
- Presentations
- Quizzes

The Academy has purchased 'Growing up with Yasmine and Tom' (FPA) – an interactive online RSHE resource to use as part of our PSHE Education, which has flexible and age appropriate lesson plans and activities for Key Stages 1 and 2 (ages 5 – 11). Animation, sound and touch-screen activities bring Yasmine and Tom to life, as they guide our pupils through real-life situations and topics, including the body, feelings, relationships, family life and online safety.

Where possible, Relationships and Health lessons are taught by the class teacher so that pupils feel most comfortable when learning and talking about sensitive issues. All teachers in the Academy are supported to deliver RSHE effectively through staff training sessions lead by the RSHE leads. Lessons are always differentiated by teachers to ensure they are appropriate for all children, including children with additional needs.

Online safety is taught across the year, and other resources, such as the NSPCC's 'Speak out to Stay Safe' resources, are used to help bring learning to life.

We use Ipsative assessment in PSHE/RSHE, which takes the approach to baseline children at the start of a unit of work/series of lessons to elicit key starting points and use this to inform subsequent lessons. The same assessment activity is revisited at the end of a unit of work to examine progress and plan next steps.

SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout the scheme of work and plans. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people the world.

7. Roles and responsibilities

7.1 The Board of Directors

The Board of Directors will approve the RSHE policy and hold the Headteachers to account for its implementation.

7.2 The Leadership Team

The Headteachers are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

7.3 PSHE Leads

The PSHE leaders, in collaboration with the ELSA, SENCo and representative from the Board of Directors, are responsible for ensuring the policy is adhered to, safe working practices are adopted, training is given where necessary and providing teachers with local and national statistics which will inform their planning and teaching.

7.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

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 one of the Headteachers.

7.5 Pupils

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

8. Engaging parents, carers and other stakeholders

Parents and carers will be able to access the policy on the school website. The Thematic Model is shared with families annually to ensure parents are well informed. Class teachers will work closely with parents to ensure they are fully aware of what is being taught and provide additional support or resources where necessary.

Parents and carers can review some of the resources used via https://www.fpa.org.uk/relationships-and-sex-education/parents-and-carers where they will also find book recommendations they may wish to explore at home.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to one of the Headteachers.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE on a need's basis and in liaison with the lead for Professional Development.

Where possible, the PSHE Leads will also occasionally invite visitors from outside the school, such as school nurses, to provide support and training to staff where needed.

Staff have membership to the PSHE Association which provides access to a wide range of resources and opportunities for CPD to support high quality teaching and learning in RSHE.

10. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE Leaders (See Appendix 4) through planning and assessment scrutiny, staff and pupil conferencing and any other activity as designated by the Senior Leadership Team.

Pupil voice is influential in adapting and amending planned learning activities. Pupils will have opportunities to review and reflect on their learning during lessons. Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed at least every two years to ensure it continues to meet the needs of our pupils, staff and parents and that it is in line with current Department for Education advice and guidance. At every review, the policy will be approved by the Headteachers and Board of Directors.

11. Safeguarding including safe and effective practice

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. All staff have annual safeguarding training to ensure we have a shared awareness and all staff understand and follow our Academy's Safeguarding policy, which is also accessible to parents. Visitors to the school are accompanied by staff when working directly with our children.

As with all PSHE lessons, teachers will establish a safe learning environment in class by establishing clear ground rules for all to follow. All staff teaching RSHE are supported by the PSHE Leads. All resources are reviewed before use to ensure they are fit for purpose, relevant and support the age, stage and maturity of the children.

This policy should be read in conjunction with the Academy's PSHE policy.

Appendix 1: Thematic Model

Relationships Sex and Health Education Thematic Model

PRIMARY PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	**Safe relationships**	**Respecting ourselves and others**	**Belonging to a community**	**Media literacy and digital resilience**	**Money and work**	**Physical health and Mental wellbeing**	**Growing and changing**	**Keeping safe**
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• 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 • 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 are 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 is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) 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 are 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

PHYSICAL HEALTH AND MENTAL WELLBEING (HEALTH EDUCATION)

Topic	Pupils should 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 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). • 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.
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 are 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 are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, 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 body	• 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.

Appendix 3: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships sex and health education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Signed/Role Date	

Appendix 4: PSHE Leaders

PSHE Leadership Team: Nina Myszkowski, Kathryn Bevan-Mackie, Janet Parker (Academy Director)