



Cabot
Learning
Federation

Hérons' Moor Academy



RHSE Policy including Relationships Education, Health Education and Sex Education

Reviewed by	Lucy Neville	
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HERONS' MOOR ACADEMY

RHSE Policy including Relationships Education, Health Education and Sex Education

Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- 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.

An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). **This will become active from September 2020.**

At Herons' Moor we have always planned and taught an age-appropriate, high quality Relationship and Sex Education curriculum which forms part of our wider Personal, Social, and Health Education (PSHE) and other aspects of the National Curriculum such as Science.

This policy is also underpinned by a range of other legislation and guidance – please see appendix 1 for a full list and links to the additional documentation.

Aims

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, and to make sense and meaning of themselves and their world, to gain a sense of self, sense of place and develop self-agency to enable them to make positive choices in life and their community.
- To enable pupils to be healthy, safe and informed young people, who can make positive life choices and prepare for the physical and emotional changes they will encounter as they grown into young adults.

Pupils take part in a variety of learning opportunities across and beyond the curriculum, contributing fully to the life of their school and communities and being active citizens. In doing so they learn to recognise their own worth, work well with others, and form positive relationships, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They become aware of their own feelings and the feelings of others. They also develop their own opinions and values, and recognise that the opinions and values of others may be different from theirs.

They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

The Cabot Learning Federation is committed to, recognises, and celebrates diversity, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, gender, gender identity, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do. In relation to the enactment of this policy, this commitment and celebration of diversity will include:

- Developing an understanding of different types of relationships including friendships, family relationships, dealing with strangers. (Develop an understanding of a range of family groups, including marriage, civil partnerships, long term partnerships, single parent families and fostered and adopted families.)
- Respect our culturally and socially diverse communities and challenge any prejudice and discrimination when it occurs.
- Understand the democratic process that protects individual liberty.

In our school we choose to deliver Personal, Social, Health Education using Values-based Education. This is supplemented with additional resources where appropriate.

Relationship and Sex Education (Relationships, Health and Sex Education)

Definition:

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

Effective Relationships, Health and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

"... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."
(Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

Compulsory aspects of Relationships, Sex and Health Education.

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). These are available in appendix A.

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RHSE is an important part of Personal, Social, Health Education (PSHE) (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

RHSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including the:

- PSHE Policy
- Science Policy

The role of the Principal, Academy Council and CLF board

It is the responsibility of the CLF board to ensure that as well as fulfilling their legal obligations, the boards should also make sure that:

- All pupils make progress in achieving the expected educational outcomes in regard to RHSE;
- RHSE is well led, effectively managed and well planned;
- The quality of RHSE provision is subject to regular and effective self-evaluation;
- Teaching is delivered in ways that are accessible to all pupils with SEND;
- Clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn; and,
- The subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor the RHSE policy on an annual basis

The Principal liaises with external agencies regarding the school RHSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Academy Council, when requested, on the effectiveness of the policy. Parents have been consulted on the RHSE policy and had the opportunity to express their views.

Equalities

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice –

including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

“Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

Health Education including substance education, mental health education and safety education

Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others’ health and well-being.

The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Guidelines

Teaching and learning styles will be differentiated according to the learning objective and the age of the children being taught.

Within Year 1, pupils will know and understand:

- The basic rules for keeping themselves safe and healthy
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- Recognise bullying
- Setting goals and identifying achievements
- Healthy life choices and keeping clean
- Safety at home and road safety
- Celebrate differences between people
- That animals, including humans, grow and reproduce
- Life cycles of animals and humans
- Changes since being a baby
- Difference between female and male bodies
- Respecting my body and understand which parts are private

Within Year 2, pupils will know and understand:

- To communicate their feelings to others, to recognise how others show feelings and how to respond
- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- Understanding bullying
- Celebrating differences and different types of families
- About safe places to play and safe people to be with
- Achieving goals and recognising hopes and fears
- Healthy eating and nutrition
- That humans and animals can produce offspring and that these grow into adults
- The needs of babies and young people
- The ways in which they are like and different from others
- That they have some control over their actions and bodies
- Differences between male and female bodies
- The names of the external parts of the body
- Appreciate that some parts of my body are private

Within Year 3, pupils will know and understand:

- To communicate their feelings to others, to recognise how others show feelings and how to respond
- Respect for myself and others
- Making responsible choices
- Achieving goals with motivation and enthusiasm
- Recognising and trying to overcome obstacles
- About healthy lifestyles, exercising, food labelling and healthy swaps
- Attitudes towards drugs
- Keeping safe and why it's important online and offline and who to go to for help
- Witnessing bullying and how to solve it
- Families and their differences
- Outside and inside body changes at puberty
- How babies grow and understanding a baby's needs

Within Year 4, pupils will know and understand:

- Accepting myself and others and celebrating what makes us unique
- What motivates behaviour
- Knowing my hopes and dreams and achieving them
- Knowing what healthy friendship looks like and the effects of peer pressure
- Problem solving in relationships
- Judging by appearance and first impressions
- Being a team player
- Understanding bullying and the role of the bystander
- Attitudes towards drugs – smoking and alcohol
- Body changes at puberty
- Having a baby (simple explanation of conception)
- Girls and puberty

- Boys and puberty
- Accepting change

Within Year 5, pupils will know and understand:

- Accepting myself and others and celebrating what makes us unique
- Rights and responsibilities
- Democracy and having a voice
- Future hopes and dreams
- The importance of jobs and careers
- Attitudes towards drugs – smoking (including vaping), alcohol and anti-social behaviour
- About keeping themselves safe when involved in risky activities
- Grow in independence and initiative whilst learning to recognise when it is important to ask for help, support and advice and the people who are best placed to provide this
- Building self-esteem about body image, behaviour, feelings and relationships at a level appropriate to their developmental needs and their level of maturity.
- Relationships with food
- That safe routines can stop the spread of viruses
- Keep their body fit and healthy and understand how to keep it clean through personal hygiene
- Cultural differences and how they can cause conflict
- Different types of bullying and being safe online (SMARRT internet safety rules)
- How the media impact on forming attitudes
- Changes in the body at puberty
- Puberty for girls
- Puberty for boys
- Conception
- Coping with change

Within Year 6, pupils will know and understand:

- Accepting myself and others and celebrating what makes us unique
- Children's universal rights and responsibilities and taking personal responsibility
- Celebrating differences and having empathy
- Democracy and having a voice
- Consequences and rewards
- Having motivation and recognising achievements
- Attitudes towards drugs – how substances affect the body
- Exploitation – 'county lines'
- Developing emotional and mental health and knowing sources of support
- Understanding bullying
- Being safe online (SMARRT internet safety rules) and take responsibility with technology use
- Keep their body fit and healthy and understand how to keep it clean through personal hygiene
- That safe routines can stop the spread of viruses
- How the media impact on forming attitudes of body image
- Reflections about change
- Puberty and feelings
- Conception to birth
- Respect and consent
- Understanding what transgender means

How the subject will be delivered

Much of the content will usually be delivered through our Value-based Education, the Science curriculum and P.S.H.E curriculum. The specifics regarding sexual issues including conception, contraception and personal hygiene will be delivered in Year 4, 5 and 6. The delivery will be by the class teacher.

In Years 4, 5 and 6, teachers use written and DVD materials recommended by the Academy Nursing Team and are published by Channel 4 and the BBC. They consist of three units for the children to view on DVD, along with a unit for parents and the Academy Council to view. The parents' and Academy Councils' unit provides relevant information on the content and delivery style of the children's units. There are also written materials to support this. Other resources may be used if necessary.

The content will be delivered during Terms 5 and 6 for Years 4, 5 and 6, but may be occasionally sooner if the need arises. A letter will be sent in advance of the delivery to allow parents time to view the materials.

Withdrawal from Relationship and Sex Education lessons

Parents/carers have the right to withdraw their children from Sex Education provided at school except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the Principal in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the specific sex education lessons (this does not include the science lessons) until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).

Working with parents and carers

The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

Ground Rules and Confidentiality

A range of teaching methods are employed which encourage pupils to participate as fully as possible in lessons and allow for plenty of discussion and reflection time. In order to establish a calm and safe environment, the following ground rules will be set:

- No-one (Teacher or Pupil) will be compelled to answer a personal question
- No-one will be forced to take part in a discussion
- All participants in any discussion will accept the confidentiality of the discussion
- Pupils will be able to ask questions in an anonymous way should they wish and a teacher may choose not to answer one if it is deemed inappropriate and will refer the child to discuss this with their parent/carer
- Meanings of words will be explained in a sensible way and the correct names for body parts will be used
- If an incident arises where inappropriate language is used, particularly with the intent to cause upset to others, the class teacher will initially deal with the situation and may refer it further, in line with other policies.

Differentiation/SEN

As with all subjects, teachers will need to tailor each lesson to meet the needs of the children in their class.

They will consider:

- How the needs of particular pupils will be met, for example boys, girls, pupils with special educational needs and disabilities
- How provision is inclusive of all pupils and consistent with the Equality Act

Safeguarding

The school has a separate Safeguarding and Child Protection Policy. RHSE plays an important part in helping children to understand the difference between safe and unsafe relationships and equips them with the skills to get help if they need it. Effective RSE may bring about disclosures of child protection issues and staff are fully aware of the procedures for reporting their concerns.

Teachers need to be aware that sometimes disclosures may be made during RHSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

Monitoring and Evaluation

The RHSE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

External contributors

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the RHSE and PSHE curriculum. Their input is carefully planned and monitored so as to fit into and complement the learning.

Teachers are always be present during these sessions and remain responsible for the delivery of the RHSE programme.

Conclusion

RHSE should provide an understanding that a positive, caring environment is essential for the development of a good self-image and that individuals are in charge, and responsible for, their own bodies. It should provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes, which allow pupils to manage their relationships in a responsible and healthy manner.

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Appendix 1 – Legislation and Guidance

Legislation:

- Education (Independent School Standards) Regulations 2014;
- Where relevant for a particular school: *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017)
- Education and Skills Act 2008
- Education Act 2002
- Children Act 1989 (where relevant for a school within the Federation)
- Childcare Act 2006 (where relevant for a school within the Federation)
- Equality Act 2010
- Children and Families Act 2014
- Children and Social Work Act 2017
- Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Smoke-free (Premises and Enforcement) Regulations 2006

Guidance

- [DfE Relationships education, relationships and sex education and health education](#) (DfE, June 2019)
- [Keeping children safe in education](#) (DfE, September 2019) (**KCSIE**) (*please note that this is due to be updated before September*)
- [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018)
- [Sexting in schools and colleges: responding to incidents and safeguarding young people](#) (UK Council for Child Internet Safety, August 2016)
- [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, April 2016);
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018);
- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)
- [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018), the Government response to draft *Relationships education and relationships and sex education (RSE) and health education guidance*
- [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)
- [DfE guidance on Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities](#) (DfE, 2014)
- [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education
- [Creating an LGBT-inclusive primary curriculum](#) (Stonewall, 2019)[*This curriculum resource refers to the Public Sector Equality Duty for schools*]
- [Testing for substance misuse in schools](#) (Medical Officers of Schools Association, October 2015);
- [DfE and ACPO drug advice for schools](#) (Department for Education and Association of Chief Police Officers, September 2012)
- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)
- [Drug penalties guidance](#) (Gov.uk)

