



Relationship, Sex and Health Education Policy July 2024

Article 4 – The Government should make sure my rights are respected



Article 12 – I have the right to be listened to, and taken seriously



Article 13 – I have the right to find out and share information



Article 16 – I have the right to keep some things private



Key Contact Personnel in School

Nominated Member of Leadership Staff Responsible for the policy:

Designated Safeguarding Lead: Sarah Costain

Named Governor with lead responsibility: Margaret Fisher

Date written: October 2020

Date of next review: October 2021

Date reviewed: June 2024

Date agreed and ratified by Governing Body: July 2024

Date of next review: July 2025

This policy will be reviewed following any concerns and/or updates to national and local guidance or procedures

Introduction:

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, Health Education is compulsory in all state-funded schools.

The guiding principles are that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law.

We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role as building on what pupils learn at home as an important part of delivering a good education.

Teaching about mental wellbeing is a priority. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. RSE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Our policy is guided by law:

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

We are required to provide a curriculum, which is broad and balanced in accordance with Section 78 of the Education Act 2002. Part I of the Schedule to the Education (Independent School Standards) Regulations 2014 requires independent schools other than academies to make provision for PSHE (paragraph 2(2)(d)), and to prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)). Part 2 of the

Schedule requires independent schools (including academies) to meet the standard relating to the Spiritual, Moral, Social and Cultural development of pupils.

This policy also sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education). Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Pupil withdrawal procedures:

Parents have the right to withdraw their children from any or all parts of the Sex Education Programme except those elements which are required by the Science National Curriculum, up until three school terms before their child turns 16. At this age the child can choose to receive Sex Education if they would like to. Any parent wishing to withdraw their child should inform the Headteacher (Tim Williams or Richard Dalton) of their wishes in writing. The parental right of withdrawal may be exercised by either parent or carer. There is no obligation for any parent to provide the school with the reasons behind their decision. Discussion regarding a withdrawal between school and parent / carer is encouraged. Provision for any pupils withdrawn from this part of the curriculum will be made on an individual basis and will have due regard to the accommodation and alternatives possible at any given time. Parents will be informed of the alternative arrangements.

Working with parents:

It is common that many young people experience difficulties in coping with the emotional and physical aspects of growing up and accepting and recognising the challenges and responsibilities that sexual maturity brings. This often presents parents with a difficult task and the Relationship and Sex Education programme that is offered by us has been designed to be complimentary and supportive to the work being done by parents. The school teaching staff are willing to offer additional support to parents, whether it is in the form of information, sharing or resources, involving the support of other agencies or by designing individualised programmes.

Relationships Education (Primary):

The law tells us that the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Relationships and Sex Education (RSE): Secondary

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

RSE should provide clear progression from what is taught in the primary phase in Relationships Education. Teachers should build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

It is recognised that there will be a range of opinions regarding RSE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

Organisation of RSE and Health Education:

Relationships Education, RSE and Health Education is made accessible for all pupils. Learning Approach Leads are responsible for planning the overview of topic areas. Class teachers are able to adapt the content to suit the pupil's needs and abilities. Class teachers will deliver the curriculum. Some classes may choose to invite external visitors to deliver on a particular area of expertise. If this is the case content will be discussed with the visitor in advance of the visit with a senior leader.

The government tells us that Schools will retain freedom to determine an age-appropriate, developmental curriculum which meets the needs of young people, is developed in consultation with parents and the local community. Flexibility is important as it allows schools to respond to local public health and community issues, meet the needs of their community and adapt materials and programmes to meet the needs of pupils (for example in teaching about gangs or high local prevalence of specific sexually transmitted infections).

Annex A: Suggested resources

Relationships Education

Safeguarding: NSPCC PANTS rule with film.

Relationships and Sex Education

Sexual health and relationships: up to date information on all aspects of sexual and reproductive health available on Sexwise's website which teachers may find helpful for their knowledge.

Abuse in relationships

Disrespect NoBody from the Home Office and Government Equalities Office.

Consent

PSHE Association lesson plans from the PSHE association.

LGBT inclusivity

Stonewall lesson plans and materials for primary and secondary.

Mental health

Mental health and emotional wellbeing lesson plans from PSHE Association.

MindEd educational resources on children and young people's mental health.

Online safety

Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages.

Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting.

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

Drugs and alcohol

Planning effective drug and alcohol education from Mentor-ADEPIS research and briefing papers with ideas for lessons

Extremism and radicalisation

Practical advice and information from Educate Against Hate for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization.

Curriculum

Resources covering all contexts, including online, and specifically relationships and bullying, alcohol, smoking, stress, body image from Public Health England website with videos made by young people and resources tested with teachers.

Annexe B: Early Learning Curriculum Framework Sept 2019 – Jul 2021

KS1 Term & Theme	1 Getting to Know You	2 Celebrate!	3 Animal Magic	4 Zero to Hero	5 Here and Now	6 In a Time Gone By
<u>Early Learning Curriculum key values: open ended, curiosity, exploration, communication and social opportunities</u>						
<u>Continuing provision</u>	Self - awareness, time, date, weather, senses, food & drinks, seasons, peer relationships RSE: Families and people who care for me, Caring friendships, Respectful relationships, Being safe, Mental wellbeing, Internet safety and harms, Physical health and fitness, Health and prevention.					

Annexe C: KS1 Yr2 and 3 Curriculum

		2019/2020			2020/2021		
Area of learning		Autumn	Spring	Summer	Autumn	Spring	Summer
		<u>Over Arcing Topic</u>	<p>My Self Term 1 - Interesting Facts about Me (things I like, my family, my friends, my life) Term 2 – It’s the Most Wonderful Time of the Year</p>	<p>My community & Other living things Term 3 – The world Above Me (Space + Outer Space) Term 4 – The Different Ways To Travel (Transport)</p>	<p>The Wider World Term 5 – Back in time (Dinosaurs, Pirates) Term 6 – In a magical world (Sea life, mermaids, Holidays, Peter pan, Circus)</p>	<p>My Self Term 1 - Interesting facts about me (things I like, my family, my friends, my life) Recovery Curriculum Term 2 – It’s the most wonderful time of the year</p>	<p>My community & Other living things Term 3 – Live like an animal (Zoo + Farm) or split into two themes Term 4 – People who help us</p>
<u>Key Skills</u>	Behaviour & Wellbeing , Thinking Skills, Curiosity, Independence , Relationships & Social Communication						
	<p><u>RSE/SMSC</u> Harvest Personal hygiene Germs Friendships <i>(Kind friends and unkind friends)</i></p>	<p><u>RSE/SMSC</u> Chinese New Year (25.1.20) Valentine Day Mother’s Day Respectful relationships Weather- clothes to wear Road Safety</p>	<p><u>RSE/SMSC</u> Ramadan(check time) Eid Father’s Day Stranger Danger Good hands and bad hands</p>	<p><u>RSE/SMSC</u> Harvest Emotions and Feelings My family The things I like My interests Friendships Transition Practicing good hygiene</p>	<p><u>RSE/SMSC</u> Good Samaritan Valentine’s day Mother’s day Chinese new year How farmers look after animals Washing hands after touching animals / handling food (hygiene) Free Range chickens/animals – RSPCA Vets</p>	<p><u>RSE/SMSC</u> _Story of Noah Eid al-Fitr. To relate life processes to animals and plants found in the local environment. Humans and other animals Discuss fear of certain minibeasts. Caring for the environment and our minibeasts – set of RULES</p>	

	<u>RSE/SMSC</u> Fireworks Christmas Nativity Diwali Healthy Eating Being safe	<u>RSE/SMSC</u> Easter Patron Saint Days People that help us Good Samaritan Friendship Road Safety	<u>RSE/SMSC</u> Transition Woodstock	<u>RSE/SMSC</u> Hanukkah Christmas Nativity Diwali My body – Good and bad touching Being safe <i>(Firework safety)</i> Stranger danger	<u>RSE/SMSC</u> Holi festival Easter People who help us Who helps us stay safe? What are we good at? What could we be when we are older Working as a team to help others Mother's day Discuss how we can be helpful People we love	<u>RSE/SMSC</u> Different places of worship Father's day Transition Woodstock Being safe

Annexe D: Formal Curriculum Framework (Key Stage 1 – Two Year Rolling Programme)

Area Of Learning	Subjects	Year 1			Year 2		
		Autumn	Spring	Summer	Autumn	Spring	Summer
		Themes (Will Be Incorporated Within Lessons Where Meaningful And Relevant)					
		Myself	Other Living Things	My Environment	Fairy Tales	Changes	Our World
Personal, Social And Emotional Development (PSED)				People that help us Good Samaritan Friendship Road Safety	New beginnings. Class rules- getting to know my friends. What's the same and what has changed. The Nativity.		
RSE		Families and people who care about me.	Healthy eating	Being Safe	Families and people who care about me	Caring friendships	Physical health and relationships
	Internet Safety and harm- at least 1 x a term Mental well-being-using Zones of regulation- embedded into daily learning and taught discreetly across the year. Physical health and fitness in PE sessions.						

Annexe E: Formal Curriculum Framework (Key Stage 2 – Two Year Rolling Programme)

Area Of Learning	Subjects	Year 1			Year 2		
		Autumn	Spring	Summer	Autumn	Spring	Summer
		Themes (Will Be Incorporated Within Lessons Where Meaningful And Relevant)					
		Once Upon A Time – Traditional Tales	Different Worlds (Space, Dinosaurs etc)	Is It Alive?	Light And Dark	Patterns And Rhyme	My Changing World
RSE	PSHE	Basic Skills – feeding, dressing, toileting, personal safety, healthy living, social skills, use of community resources, behaviour, developing confidence and responsibility (personal programmes), PCR/EHCP targets etc.					
	RSE N.B Aspects of RSE will be covered in individual pupil targets in EHCPs- SEMH and Physical and sensory.	Respectful relationships	Physical Health and Fitness.	Drugs, Alcohol and tobacco.	Online relationships	Changing adolescent body (Y5/6 only)	Basic First Aid
		Families and people who care about me.	Healthy Eating	Changing adolescent body (Y5/6 only)	Caring friendships	Being Safe	Mental Wellbeing
		Internet safety and harm- at least 1x termly Mental Wellbeing- using Zones of regulation- embedded into daily learning and taught discreetly across the year. Physical health and fitness- within PE lessons. Healthy Eating promoted in snack times.					

Annexe F: KS 3-4 Formal Curriculum Framework with Literacy (Key Stages 3/4 – 3 Year Rolling Programme) – Discrete & Key Skills

Area Of Learning	Year 1			Year 2			Year 3		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Subject Specific Approach									
PSHE (SEAL) (+ Careers)	Respectful relationships including Friendships and online friendships.	Changing adolescent body. Health and Prevention	Basic First Aid	Respectful relationships including Friendships and online friendships.	Changing adolescent body. Health and Prevention	Basic First Aid	Respectful relationships including Friendships and online friendships.	Changing adolescent body. Health and Prevention	Basic First Aid
	Intimate and sexual relationships including sexual health	Drugs and alcohol abuse	Being Safe	Intimate and sexual relationships including sexual health	Drugs and alcohol abuse	Being Safe	Intimate and sexual relationships including sexual health	Drugs and alcohol abuse	Being Safe
	<ul style="list-style-type: none"> • Healthy eating -to be a part of every cooking lesson • Physical Health –within P.E lessons (Physical and Sensory EHCP targets) • Mental Well-being- using Zones of Regulation, embedded into daily learning and taught discreetly across the year (Individual EHCP targets) • Internet safety and harm- at least 1x a term 								

Learning Journey – additional info for RSE

Sensory Learning Approach key values: Sense of self, open ended, mobility, Independence, exploration, communication and social opportunities

Relationships Education (Primary)

54. The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

55. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

56. Respect for others should be taught in an age-appropriate way, in terms of

planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

61. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

62. Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in

Continuing provision

Relationship and Sex Education

- Families and people who care for me,
- Caring friendships,
- Respectful relationships,
- Being safe,
- Mental wellbeing,
- Physical health and fitness,
- Health and prevention.

Key things to help me: (e.g. Feeding, drinking, motivators, personal care, communication aids)

Individualised to each student- also see reference to Health care Plan

Annexe H: Stage 1 Structured Curriculum

Stage 1 Term & Theme	1 Who Am I?	2 Winter Wonderland	3 Transport	4 Grow, Grow, Grow!	5 Outta This World!	6 Water, Water Everywhere
Over Arching Themes	Self - awareness, time, date, weather, senses, food & drinks, seasons, peer relationships, number					
RSE	Feelings and emotions	Respectful Relationships	Caring Friendships	Families and people who care for me	Mental Well-being	Being Safe

Stage 2 Structured Curriculum

Stage 2 Term & Theme	1 Who Am I?	2 Time To Celebrate!	3 We Love Our Planet	4 Animal Conservation	5 People Who Help Us	6 Brilliant Buildings
Over Arching Themes	Self - awareness, time, date, weather, senses, food & drinks, seasons, peer relationships, number					
RSE	Respectful Relationships	Caring Friendships	Families and people who care for me	Being Safe	Mental Well-being	Changing Adolescent Body

Stage 3 & 4 Structured Curriculum

Stage 3 & 4 Term & Theme	1 Living By Myself	2 Food, Glorious Food!	3 Transport	4 World of Work	5 Local Visits	6 Planning a trip
Over Arching Themes	Self - awareness, time, date, weather, senses, food & drinks, seasons, peer relationships, number					
RSE	Being Safe	Respectful relationships including friendships	Mental Well-being	Online Relationships	Internet Safety and Harms Online and Media	Changing Adolescent Body