



L.E.A.D. Academy Trust

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Witham St Hughs Academy Relationships, Health and Sex Education (R.S.H.E) Policy

Policy/Procedure management log

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Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

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 and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

Legal Framework

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sexeducation-RSHE-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote wellbeing (Children Act 2004)

<http://www.legislation.gov.uk/ukpga/2004/31/contents>

[Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities \(SEND\) and Equality.](#)

Definitions

Relationships, Health and Sex Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age appropriate way. This is aimed at building the foundation of skills and knowledge that will be

developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

Relationships Education teaches the fundamental building blocks and characteristics of healthy, respectful, positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. Relationships education will enable pupils to make and maintain relationships with others in a range of contexts, including online.

Health Education provides pupils with the essential knowledge, skills and understanding of how to be healthy. This includes teaching pupils about mental wellbeing, physical wellbeing, internet safety, healthy eating, basic first aid, health and prevention elements and puberty. Health education will provide pupils with the knowledge and skills they need to make well informed and safe choices linked to their health and lifestyles.

Sex Education involves education about sex (including reproduction), that stands outside of; relationships education, health education and the science curriculum. This is taught in Years 5 and 6 at Witham St Hughs Academy.

Key Objectives

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

Introduction

At Witham St Hughs Academy, we put great emphasis on the importance of preparing pupils for life as young people after Witham St Hughs academy and we truly believe that success is not solely measured by academic achievement. Our relationships and health education curriculum has been carefully designed to include all elements of RSHE, PSHE, British Values, SMSC and philosophy with a clear understanding that, "We need knowledge to live in a complex world, but we do not live by knowledge, we live by beliefs and values."

At Witham St Hughs Academy, children's wellbeing, happiness and safety are our first priority, and our Character Education curriculum is the key vehicle through which we share this with children. This is an important, integral component of the whole curriculum; it is central to our approach and at the core of our ethos. We believe that our Character Education teaching should equip pupils with knowledge beyond their own experience and, in a local area often lacking in diversity, offer experiences that will allow pupils to make informed decisions about their health, wellbeing and relationships.

As we all know, 2020 – 2021 was a period that has changed all of our lives significantly. These significant changes mean that our teaching and learning around our relationships and health education will need to be adapted to fully meet the needs of our pupils and parents and to continue to equip our pupils with the skills and knowledge needed to adapt to the 'new normal' with their happiness, safety and mental wellbeing at the forefront of all that we do. As we move into the new academic year of 2023/2024, there will be significant emphasis placed on mental wellbeing for our pupils and therefore this area will warrant more focussed time moving forward.

We will review the policy on a regular basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSHE programme continues to meet the needs of our pupils. The policy should be read in conjunction with other relevant policies including: Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Character Education.

How is the relationships and health education curriculum taught?

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is ageappropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

1. Knowledge and Understanding

2. Personal and Social Skills

3. Attitudes and Values

The following aspects and concepts will be covered within the RSHE guidance first published in June 2019 but updated in September 2021.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

At Witham St Hughs Academy, our relationships education and health education curriculum is taught through our weekly Character education sessions across all year groups using a spiral curriculum approach. Our framework teaches the relationships and health education concepts in 6 key areas which are:

- Friendships and respecting self/others.
- Healthy Lifestyles (Physical wellbeing)
- Mental Health and wellbeing
- Families and close positive relationships
- Safe relationships/Managing hurtful behaviour
- Keeping safe

Please refer to our Character Education curriculum and policy for more information.

The RSHE/Character Education leader will work closely with subject leaders in related curriculum areas (science, computing and PE) to ensure a holistic and joined up approach to what is taught in RSHE.

We also provide learning through using a whole school approach and utilising time outside of the classroom, such as assemblies, morning work, school celebrations, visitors, enterprise lessons, and trips.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

National Curriculum Science Lessons:

In addition to the Character Education lessons that pupils receive, compulsory National Curriculum science lessons also provide additional learning around RSHE:

Key Stage 1

In Year 1, children will be taught:

- to identify, recognise and name the main parts of the bodies of humans

In Year 2, children will be taught:

- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- that humans and animals can produce offspring and these grow into adults. - to identify, recognise and name the main parts of the bodies of humans

Key Stage 2

In Year 5, children will be taught:

- to describe the changes as humans develop to old age.
- to describe the life processes of reproduction in some plants and animals
- to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

In Year 6, children will be taught:

- to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Sex Education

Direct Sex Education Teaching – (Parents have the right to withdraw)

Pupils in year 5 and 6 receive sex education lessons.

They will be taught:

- To know the name of external genitalia and internal reproductive organs in males and females.
- To understand about the processes of reproduction and birth as part of the human life cycle.

Please request to see and discuss the module within our curriculum titled: 'OurSHElves, growing and changing' for more information.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

The Role of Parents

RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. Parental views are valuable and the views expressed regarding the Academy's policy on Relationships and Sex Education teaching will be taken into account during policy reviews. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the Academy's RSHE policy and practice
- Share the curriculum content and organisation

- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Parents are invited annually to review these resources and familiarise themselves with anything which is used.

Any parents wanting more information about our RSHE curriculum can contact Hannah Younger.

Parents Right to Withdraw

Although the Sex Education elements are not statutory at Primary level, the Department For Education RSHE 2021 guidance states:

'The Department continue to recommend that all primary schools should have a sex education element tailored to the age and physical and emotional maturity of pupils.'

Sex education is taught in years 5 and 6 at Witham St Hughs Academy and parents will be informed of when these lessons will take place. Parents are also informed of the content of the lessons and are invited to view materials that their children will be using.

Parents have the right to withdraw their child/children from all, or part of, the sex education provided at the school, except for, those parts included in the National Curriculum. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

Parents do not have the right to withdraw their child from any elements of Relationships or Health Education.

Monitoring and Evaluation

The RSHE subject leader will monitor the quality of the relationships and sex education policy. The views of children will be sought following the implementation of the above sessions. The outcomes of monitoring activities will be used to inform policy development and future school improvement priorities. The RSHE leader will also monitor specific cohort needs and adapt the policy and provision with staff as necessary. Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked work, self-assessment and peer assessment.

Professional Development

Professional development needs in relation to the administration of this policy will be determined through discussion with the relevant staff. Following initial discussions, appropriate professional development will be sought in line with the Academy's Continuing Professional Development (CPD) Policy and AIP (Academy Improvement Plan). All staff delivering RSHE will take part in training and be familiar with this policy.

Equality and Inclusion

We believe that RSHE is a key vehicle for promoting equality, inclusion and social justice. Our RSHE is designed to promote gender equality through challenging gender stereotypes and sexism. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum. We are also committed to an RSHE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject. We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSHE.

Relationships and RSHE should be delivered in line with the Equalities Act and Public Sector Equality Duty to ensure those with protected characteristics do not face discrimination. Positive action is taken to deal with disadvantages affecting a group because of a protected characteristics.

In complying with the requirements of the Equality Act 2010, we value diversity, encourage respect for all and promote tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender or background. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

Special Educational Needs

All children are entitled to receive sex and relationships education. Teachers differentiate the work accordingly to meet the individual needs of children with SEN. Teachers also give careful consideration to those with Social, Emotional and Mental Health needs when planning and teaching this area of the curriculum.

Confidentiality, Safeguarding and Child Protection

RSHE is crucial for creating a culture of safeguarding within the school and for meeting our statutory obligations as outlined in Keeping Children Safe in Education. RSHE helps children to understand the

difference between healthy and abusive relationships and to understand how to get help if they are experiencing abuse, or have experienced, abuse. We recognise that when discussing some of the issues RSHE covers, some pupils could disclose abuse or other harmful experiences. In cases of a disclosure, all staff have statutory training around child protection and will follow the schools safeguarding policy and procedures and report concerns to the Designated Safeguarding Lead. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Scientific terminology will be used throughout the academy when teaching the names of body parts within the RSHE curriculum. This is vital to ensure that pupils feel safe and confident to talk about any health needs that they may have. This is also essential in order to fulfil our duty of safeguarding our pupils and providing them with the knowledge they need to recognise, talk about or disclose any issues relating to their body.

We also recognise that some children may be vulnerable to some of the content delivered in RSHE due to a previous safeguarding concern, ongoing concerns or changes to their personal life or experience of adverse childhood experiences. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

As a result, we aim to:

- [] reassure all children that their best interests will always be maintained.
- [] encourage children to talk to their parents, or carers, and give them support to do so.
- [] ensure that children know that teachers cannot offer them unconditional confidentiality (see school Confidentiality Policy and Child Protection policy.)
- [] reassure children that if confidentiality has to be broken, they will be informed first, and then supported as appropriate.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the KS2 toilets and free sanitary products are available in year 5/6 classrooms.

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at the Academy please contact Hannah Younger, Michelle Dexter or Emily Broadley for support.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the academy's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- *Anti-bullying*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *Character Education*
- *Curriculum*
- *Complaints*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the academy website.

How this policy has been developed

This policy was produced in consultation with our staff, governors, pupils and parents. We will ensure the policy is effectively communicated to staff and parents, including through publishing the policy on our school website.

Draft policy created by RSHE leader at the Academy based on the Academy's values/ethos, needs of the pupils and feedback from staff and pupils.



Policy shared with Senior Leadership team, governors and subsequently the wider staff team for feedback and comments.



Policy shared with parents for consultation. Comments and feedback gathered.



Policy amended using feedback from parents and published on our website.