Relationships, Sex and Health education (RSHE) policy

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Contents

This policy sets out our approach to relationships and sex education (RSE) across the Learning Community Trust.

Section(s) 6,8,4 and 11 and appendices have been adapted to reflect the circumstance in Crudgington Primary School.

Purpose and Scope

Relationships, sex and health education (RSHE) across the Learning Community Trust is rooted in our shared values and vision for developing compassionate, resilient, and inspirational young people. The RSHE curriculum aligns with the Trust's commitment to Respect for All, promoting equality, diversity, and inclusivity through open, sensitive discussion and the development of empathy and self-respect. As A Trust With Heart we place our young people's wellbeing at the centre, helping them understand their development in a caring, supportive environment.

In preparing young people for puberty and relationships, RSE encourages Coping With The Challenges of Life, fostering resilience and confidence to navigate an ever-changing world. Our approach supports young people to create positive attitudes towards their identity and relationships.

We work to ensure No Child is Left Behind, providing every young person with the understanding they need to achieve safe and healthy relationships, regardless of background or starting point.

The aims of relationships and sex education (RSHE) in our Trust are to:

> Provide a framework in which sensitive discussions can take place
> Prepare young people for puberty, and give them an understanding of sexual development and the importance of health and hygiene
> Help young people develop feelings of self-respect, confidence and empathy
> Create a positive culture around issues of sexuality and relationships
> Teach young people the correct vocabulary to describe themselves and their bodies

2. Statutory requirements and links to other policies

In our primary academies, we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017. This legislation also requires us to provide RSHE to all students at our secondary academies.

We offer all pupils a curriculum that is aligned to the National Curriculum including requirements to teach science. This includes the elements of sex education contained in the science curriculum at primary level.

In teaching RSHE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996

- Part 6, chapter 1 of the Equality Act 2010

- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Learning Community Trust we teach RSHE as set out in this policy.

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

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality, Diversity and Inclusion Policy
- SEND (Special Educational Needs and Disabilities) Policy
- Online Safety or ICT Policy
- Mental Health and Wellbeing Policy

3. Policy development

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

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance

2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academies

4. Young people consultation – we investigated exactly what young people want from their RSHE

5. Ratification – once amendments were made, the policy was shared with the board of trustees for ratification

4. Definition

RSHE is about the emotional, social and cultural development of young people, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per the Appendix but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, young people and staff, taking into account the age, developmental stage, needs and feelings of our young people. If young people ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that all young people are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers upon request.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSHE

Our Crudgington Primary School PSHE and RSHE curriculum is planned using long and medium-term overviews based on EC Publishing's scheme of work. Although our school setting is made up of mixed-age classes, with classes consisting of Reception and Year 1, Year 1 and 2, Year 3 and 4, Year 4 and 5 and Year 5 and 6, we deliver the curriculum based on individual year groups to ensure full coverage of all objectives across each key stage are adequately covered. Lessons may also be adapted where necessary to meet the needs of individual pupils or the wider school community.

We have developed our RSHE curriculum in consultation with parents and staff, ensuring it reflects the age, needs, and emotional maturity of our pupils. The RSHE content from EC Publishing includes topics such as puberty, reproduction, healthy relationships, consent, and staying safe. Where pupils ask questions beyond the scope of the planned curriculum, teachers will respond sensitively and appropriately to ensure pupils are well informed and do not seek potentially unreliable sources elsewhere. Where appropriate, parents will be consulted/ informed of these discussions at the teacher's discretion.

As a school we believe that Relationship and Health Education (RSHE) should be firmly embedded through all curriculum areas, including Personal and Social Health Education through the implementation of the EC Publishing documents.

In the Early Years (Reception) Personal, Social and Emotional Development (PSED) is a prime area of learning. 'Development Matters' is used as a teaching, learning and assessment tool in this Key Stage. Children in this Key Stage learn about building relationships, they build self-confidence and awareness and they begin to manage their feelings and behaviours. In addition to this, health and self- care are taught through the prime area 'Physical Development'.

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

Across our primary academies, 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.

6.2 Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of young people will relate to them
- Is sensitive to all young people's experiences
- During lessons, makes young people feel safe and supported
- Able to engage with the key messages

They will also:

- Make sure that young people learn about these topics in an environment that's appropriate for them, for example in:
- A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance

- Would support young people in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our young people
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to young people's experiences and won't provoke distress

7. Use of external organisations and materials

Across our Trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to young people. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with young people's developmental stage
- Comply with:
- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The board of trustees
The Trust board has delegated the approval of this policy to resources committee who approve the RSHE policy and hold the headteacher to account for its implementation through the local governing body.

8.2 Local governing bodies
Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the Education Director if they occur.

8.3 The headteacher
The headteacher is responsible for ensuring that RSHE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.4 Staff
Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual young people
- Responding appropriately to young people whose parents/carers 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 the Headteacher- Hannah Gharu or Deputy Headteacher-Matthew Lill, as they are responsible for the delivery of the RSHE at Crudgington Primary.

Within our academy we have a number of professionals who are responsible for delivering RSHE to the children of Crudgington Primary School:

Year 1 – Yvonne Jones

Year 2 – Ben Walker

Year 3 – Krissie Blythe

Year 4 – Hannah Gharu

Year 5 – Luke Thomas

Year 6 – Matthew Lill

8.5 Young People

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

9. Parents' right to withdraw

For primary-aged pupils, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers 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 the headteacher of the academy.

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

10. Training

Staff are trained on the delivery of RSHE which is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE at our academy is monitored by the Headteacher and Deputy through:

- Lesson observations
- Pupil voice
- Staff voice
- Book scrutinies

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Trust's Director of Education every 3 years. At every review, the policy will be approved by the resources committee

Appendix 1: Curriculum map

Relationships and sex education curriculum map (Identified in blue)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	1) Classroom Rules 2) All About Me 3) Setting Simple Goals 4) Online Safety 5) Sensible Amounts of Screen Time 6) Being a Safe Pedestrian	1) Kindness 2) Let's Be Friends 3) Sharing and Taking Turns 4) Saying Sorry 5) Telling the Truth 6) My Family	1) Making Good Choices 2) Good Manners 3) Bullying 4) Personal Space and Boundaries 5) Asking Permission 6) Secrets (Good and Bad)	1) Caring for Ourselves and Others 2) Looking After Our Planet 3) What Is Money? 4) Celebrating Our Differences 5) People and Communities 6) Jobs and Community Helpers	1) Handwashing and Germs 2) Hygiene and Self-Care 3) Healthy Teeth 4) Healthy Food 5) Healthy Bodies	1) Feelings 2) Calming Down 3) Resilience 4) Independence 5) Growing and Changing 6) My Body (Private Body Parts) 7) Sun safety
Year 1	1) Respect 2) Polite Words 3) Sharing and Taking Turns 4) Being Helpful 5) Being Kind 6) Getting Hurt	1) This Is Me (Identity) 2) How We Grow 3) What Are Feelings 4) Feelings and Loss 5) How We Play and Learn 6) Staying Safe	1) Caring for Living Things 2) Recycling 3) Plastic and Pollution 4) Global Warming 5) My Classroom Community 6) Community Helpers	1) All About Rules 2) Online World (Screen Time) 3) Online Safety 4) Strengths and Interests 5) Jobs and Skill 6) Welcoming Everyone	1) Keeping Clean 2) Healthy Teeth 3) Fun in the Sun 4) Healthy Food 5) Eating Well 6) Keeping Fit and Healthy	1) People Who Care for Me 2) What Is a Family? 3) Family and Me 4) All About Bodies (Private Body Parts) 5) My Body Belongs to Me (Unwanted Touch) 6) Asking for Permission
Year 2	1) Making Friends 2) Being a Good Friend 3) Sharing and Taking Turns 4) Working With Others 5) Manners and Respect 6) Resolving Conflict	1) Healthy Habits 2) All About Teeth 3) Sleep Routines 4) Medicines 5) All About Feelings 6) Big Feelings	1) What Is the Internet? 2) Personal Data 3) Online Safety 4) Online Information 5) Belonging to a Community 6) Same-different (Diversity)	1) What Is Money? 2) Ways to Pay 3) Earning Money 4) Saving and Spending 5) Wants and Needs	1) Human Life Cycle 2) Brilliant Bodies (Private Body Parts and Swimwear Rule) 3) Safety and Risk 4) Safety at Home 5) Road Safety 6) Accidents and Emergencies	1) Feeling Lonely 2) Bullying (Introduction) 3) Unkind Words 4) Kindness 5) Secrets and Surprises (Unsafe Touch)
Year 3	1) Feeling and Me (Coping Strategies) 2) Resilience and Self-Esteem 3) Exercise and Wellbeing 4) Grief and Loss (Autumn 2024) 5) Personal Identity 6) Strengths and Interests	1) Role Models 2) Manners and Politeness 3) Family and Me 4) People Who Care for Me 5) Caring for Others	1) Personal Safety and Risk 2) Fire Safety 3) First Aid 1 (Burns and Scalds) 4) Healthy Eating 5) What Is a Habit? 6) Healthy Choices	1) Jobs and Sectors 2) Careers and Skills 3) Targets and Goals 4) Career Routes 5) Stereotypes	1) Seeking Permission 2) Privacy and Boundaries 3) Friendship Boundaries 4) Respectful Behaviour 5) Bullying or Teasing	1) Rules and Laws 2) Rights and Responsibilities 3) Community Responsibilities 4) E-Safety 5) Age-Appropriate Content 6) Why Is the News Important? (Precursor to Fake News)
Year 4	1) Respecting Difference 2) Diverse Communities 3) Prejudice and Discrimination 4) Racism 5) Preventing Bullying 6) Hurtful Behaviour	1) Healthy Lifestyles 2) Staying Healthy 3) First Aid 2 (Allergies) 4) Germs and Illness 5) Drugs and Medicines 6) Vaccinations	1) Internet and Screen Time 2) Age Restrictions 3) Communicating Online 4) Harmful Content / Contact 5) Secrets (Keeping Good Secrets - Sharing Bad)	1) Responsible Spending 2) What Is Fairtrade? 3) Value for Money 4) Keeping Track of Money 5) What Is Advertising 6) Gambling and Risk	1) Growing-up Girls 2) Growing-up Boys 3) Changing Emotions 4) Personal Hygiene 5) Dental Hygiene 6) Sleep Hygiene	1) Water Safety Code 2) Summer Safety 3) First Aid 3 (Asthma) 4) Committed Relationships 5) Honesty and Trust 6) Positive Friendships
Year 5	1) Behaviour and Respect 2) Friendships 3) Feeling Left Out 4) Peer Pressure 5) Dares and Challenges 6) Bullying and Hurtful Behaviour	1) Asking for Help 2) What Is Social Media? 3) Fake News 4) Fake Images (Photoshop and Deepfake Videos) 5) Digital Footprints 6) Bonfire Night	1) Healthy Habits 2) Being Healthy – Diet 3) Being Healthy – Exercise 4) Physical Health 5) Germs, Bacteria and Viruses 6) What Is Mental Health	1) Courtesy and Manners 2) Success and Achievement 3) Independence and Responsibility 4) Careers and Stereotypes 5) The Environment – Part 1 6) The Environment – Part 2	1) Understand Emotions 2) Feelings and Emotions 3) Self-Esteem 4) Body Image 5) Boys' Puberty 6) Girls' Puberty	1) Positive Relationships 2) Loving Stable Families 3) Love and Abuse 4) FGM 5) Online Behaviour and Risks 6) Stranger Safety
Year 6	1) Identity and Community 2) Diversity in the UK 3) Protected Characteristics 4) Personal Safety and Hazards 5) First Aid 4 (Common Injuries) 6) First Aid 5 (Life Support)	1) Disagreeing Respectfully 2) Positive Male Role Models (Harmful Stereotypes) 3) Cyberbullying and Harassment 4) Online Gaming Danger 5) Group Chats (Bullying) 6) Online Privacy and Data	1) Medicine and Product Safety 2) Habits and Addiction 3) Caffeine and Energy Drinks 4) What Is Alcohol? 5) Drugs (Introduction to Illegal Drugs) 6) Vaping Danger	1) Grief, Change and Loss 2) Transition to Secondary School 3) What Is Money? 4) Attitudes About Money 5) Money and the Cost of Living	1) Puberty and Our Genes 2) Boys' Puberty 3) Girls' Puberty 4) Human Reproduction (Sex-Ed Part 1 - Conception) 5) Hormones and Emotions 6) Mental Health Symptoms	1) Consent 2) Sexual Harassment 3) Attraction and Crushes 4) Starting a Family (Sex-Ed Part 2 – Sexual Intercourse) 5) Family and Commitment 6) Caring for Babies

Year 5 SOW Overview

Summer 2 – Relationship Education
Lesson breakdown

1) Positive Relationships
2) Loving Stable Families
3) Love and Abuse
4) FGM
5) Online Behaviour and Risk
6) Stranger Safety

Links To 2020 Statutory Guidance

- 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.
- 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.
- 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.
- where and how to report concerns and get support with issues online.
- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.
- that people sometimes behave differently online, including by pretending to be someone they are not.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

Appendix 2: By the end of the primary phase (age 5-11) 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
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

TOPIC	PUPILS SHOULD KNOW
	• 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

Appendix 3: Parent/carer form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY PARENTS/CARERS	
Parent signature	

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents/carers	