



## ACET

### Relationship, Sex and Health Education (RSHE) Policy

#### DOCUMENT CONTROL

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As primary academies, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We follow the National Curriculum, and we are expected to offer all pupils a curriculum that includes the elements of sex education contained in the science curriculum. In teaching RSE, 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

#### 2. Teaching and Learning

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

#### Appendix 2

#### Example of Outline of topics covered

#### Appendix 3

Department for Education – Statutory Guidance on Relationship Education (Primary)  
Updated 13 September 2021

## **Aims**

### **1. Rationale and ethos**

This policy covers ACET Junior Academies' approach to relationships and sex education (RSE). These subjects meet statutory obligations as outlined in revised Department for Education statutory guidance (2021). The guidance states that from September 2020, all schools must deliver relationships education (in primary schools), relationships, and sex education (in secondary schools).

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We define relationships and sex education as the building blocks needed for positive and safe relationships, including with family, friends and online, and at the appropriate time to sexual health and developing intimate relationships. This includes the importance of treating ourselves and others with kindness, consideration and respect.

At our academy, we believe that personal, social, health and economic education (PSHE) and (RSE) relationship and sex education, are both vital in allowing pupils to develop in to mature and responsible members of society. Our aim is to provide, throughout the curriculum rich and vibrant opportunities which draw upon real-life experiences and provide our children with the cultural capital to succeed in life. We will provide children with the knowledge and skills they need to ensure that they are capable to overcome any social or personal barriers which they may encounter on their journey to adulthood in order that they are prepared for a life in modern Britain.

This applies to all areas of pupils' development and learning. We believe relationships and sex education plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Everyone faces difficult situations in their lives. These subjects can support pupils to develop resilience, to know how and when to ask for help, and to know where to access support. Ultimately, helping our young people to be happy, healthy and safe now and in the future. To be confident, self-motivated individuals who understand their rights and responsibilities within a diverse multi-cultural society.

### **2. Teaching and Learning**

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

- Families and people who care for me
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#### **i) Delivery, monitoring and evaluation**

RSHE will be taught weekly during a discrete lesson following the ACET (Aston Community Education Trust) Junior Academies Long Term Plan, which is based on the Sheffield RSHE planning. In addition to this RSHE will be entwined

into weekly assemblies which address both national and local issues and British values. Aspects of the RSHE curriculum will also be apparent in different aspects in Science, Physical Education and Mathematics lessons.

Our RSHE curriculum will be delivered by qualified teachers, supported by classroom assistants and invited visitors who can add a different dimension where appropriate. Our RSHE scheme aims to be accessible and relevant to all pupils and takes an inclusive approach. We believe that all pupils should be challenged to achieve their potential and where appropriate, scaffolds are in place to ensure the needs of learners with SEND, or any pupil who needs further support, are taken into consideration in order that pupils are able to achieve in line with age-related expectations.

It is recognised that some staff may find it uncomfortable and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, or training in the classroom.

There is recognition that within the leaning community that there are different values, whether that be religion, sexuality, social circumstances and upbringing. Teachers will be sensitive to these and take into account a variety of different value bases when planning and delivering the scheme of work. A variety of teaching strategies are used which include group work, discussion, pair work, role-play, individual work, reflection, videos, media clips, worksheets etc.

Feedback and evaluation by pupils (pupil voice) will be influential in adapting and amending planned learning activities.

The assessment and moderation of work is completed in line with the Teaching and Learning Agreement. Assessment will be ongoing through classroom discussions, floor books, classroom observations and pupil voice. The RSHE scheme will be regularly evaluated through discussion with teachers, parents and pupils. Parents will be informed of their child's progress during parents evening and within end of year reports.

## **ii) Inclusivity**

All pupils, whatever their experience, background and identity, are entitled to quality RSHE that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy. Our academy's RSHE programme is underpinned by a clear understanding of pupils' backgrounds and positive relationships between the academy, parents and the local community form the foundations for the teaching of these subjects.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities. To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the academy community and helps each and every pupil to feel valued and included in the classroom.

We must ensure that we comply with the relevant provisions of the Equality Act 2010, when delivering these subjects to ensure equal opportunities for all. This includes but is not limited to, awareness and consideration for;

- faith perspectives in the context of balanced debate,
- cultural diversity,
- disability,
- varied family structures and home backgrounds,
- gender identity, sexual identity and sexual orientation.

Teaching will reflect the law (including the Equality Act 2010), as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

At our academy we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

### **iii) Safe learning environment and safeguarding**

We acknowledge that sensitive and potentially difficult issues will arise in RSHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated academy aims and curriculum content for RSHE. To support a safe learning environment,

- Teachers will set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting. Teachers and pupils will agree ground rules for discussions which teachers will refer back to during discussions as appropriate.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Staff will not provide more information than is appropriate to the age of the pupil. · If a member of staff is uncertain about the response to a comment or question from a pupil, or indeed whether they should respond to it, they will seek guidance from the RSHE leader or a Child Protection Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.
- Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.
- All staff teaching RSHE will be supported by the designated person for safeguarding and child protection if they have any concerns and the PSHE/RSE lead.

### **iv) Assessment and review of learning**

Assessment plays a key role in effective RSHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing. Teachers will keep a note of pupils who have missed significant parts of RSHE teaching and learning due to absence. Pupils' development in RSHE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of ongoing assessment for learning, via questioning and discussion. Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

We report to parents/carers at the end of the school year on pupils' learning and progress as part of RSHE.

## **3. Roles and Responsibilities**

The Principal and Governing body have overall responsibility for the implementation of the RSHE curriculum, supported but the subject lead. All teaching staff are responsible for:

- The planning and delivery of the subject on a day-to-day basis
- For making cross curricular links where appropriate.
- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to RSHE.
- Monitoring progress.
- Responding to the needs of individual pupils.

Staff are expected to make amendments to planning in order to optimize learning opportunities when they arise. The leadership Team and subject leaders are responsible for monitoring, evaluating and reviewing the delivery of the RSHE curriculum through:

- Formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Observation of learning and teaching.
- Work scrutiny and evaluation.
- Monitoring and evaluating the quality of provision.
- Pupil and parent voice.

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

ACET Junior Academies recognise the primary role parents and carers have in the RSHE of their children. We wish to continue to build a positive and supportive relationship with the parents/carers of children at our academy through mutual understanding, trust and co-operation.

To support this parents/carers;

- should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the academy's policies online or request to view hard copies at the academy.
- Can ask staff questions they may have about the RSHE education of their child.
- Will receive information about RSHE so they can support their child's learning at home.

External visitors can have a valuable role in enhancing the teaching and learning of RSHE. In our Junior Academies, when selecting any external visitors, we will;

- Be clear about our reason for working with the visitor.
- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.
- Ensure any visitor is made aware of our policies.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.
- Be clear that responsibility for teaching and learning remains with the school.

#### **4. Training**

It is important that all academy staff feel comfortable and confident in planning and delivering RSHE. We will make available regular professional development training in how to deliver relationships and sex education.

For RSE specifically;

- Staff will be offered generic RSHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RSHE is so important, current law and guidance, learning outcomes and academy policy.
- Staff involved in the delivery of RSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.

#### **5. Working together with parents/carers**

Our aim is that, every parent/carer will have full confidence in the academy's RSHE programme to meet their child's needs. As outlined in section 2. (Teaching and Learning), selected resources, such as books and film clips, will be used which support and promote understanding. Parents will be given the opportunity to view these materials should they wish.

We will support parents/carers by providing resources and signposting to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

#### **i) Right to withdrawal**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE (other than sex education in the National Curriculum as part of science), as currently, but **not** from relationships or health education.

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the principal. The principal will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RSE.

Please note: the DfE are clear that SEND should not generally be a consideration for withdrawal. As outlined in section 2.2, learning will be tailored to be inclusive of needs of all pupils.

#### **6. Policy monitoring and review**

We are committed to monitoring and evaluating the effectiveness of this policy.

Specifically, important to the RSE Programme are:

- pupil feedback,
- staff review and feedback
- parental feedback
- further guidance and legislative changes.

#### **Policy availability**

- This policy will form part of the induction of all staff members and annual staff training.
- The Policy is shared on our website.
- Parents/guardians and all staff members will be notified of any updates.
- Parents and staff are invited to comment on the policy.

#### **Links to other policies**

This policy should be read in conjunction with other school policies, particularly Safeguarding Policy, Bullying Policy, Health and Safety policy, Special Educational Needs Policy, where there are significant areas of overlap.

#### **Policy Review**

The policy will be reviewed annually in line with the academy's policy review programme.

## Appendix 1



In summary, from 1 September 2020, Relationships Education, Health Education, and Relationships and Sex Education will still be compulsory. However:

<b>From 1 September 2020 to the end of the spring term 2021</b>	Following an assessment of preparedness, schools should commence teaching as soon as practically possible or use the time to prepare to deliver the new curriculum. This includes engaging parents on their policy as well as planning their curriculum provision.
<b>By the start of the summer term 2021</b>	All schools should have begun teaching the subjects.

Ofsted's school inspection handbook sets out that inspectors will consider the provision for Relationships Education, Relationships and Sex Education and Health Education as part of a wider judgment of pupils' personal development. Routine Ofsted school inspections are currently suspended in order to alleviate pressure on school leaders and staff at this challenging time, and there are no plans to lift the suspension this term. We will continue to work with Ofsted, schools, and the sector, and will only return to routine inspection when it is appropriate to do so.

When routine inspections do re-start, inspectors will be sensitive to, and will take account of, the context and circumstances of schools. Further information on this will be made available in advance of any re-introduction of routine inspections.

The Department will be publishing a new online service to help all schools increase their confidence and quality of teaching practice. This will feature innovative training materials, an implementation guide, case studies and support to access resources. The service has been developed extensively with schools and teachers and will be available in the summer term, with additional content added in the following months.

### Useful links

- The Department's final [statutory guidance](#) covering the requirements of schools relating to these subjects. This sets out the core content schools should cover in Relationships Education, Health Education and Relationships and Sex Education.
- Schools are required to consult with parents on the development and any subsequent renewal of their policies for Relationships Education and Relationships and Sex Education. We published [a guide to help schools engage effectively with their parents](#).
- The Department has developed two simple [guides for parents](#) – one for parents of primary age pupils and one for parents of secondary age pupils – that can be used to communicate with a school's parent body.
- [Teaching Online Safety](#) in schools. This non-statutory guidance outlines how schools can ensure their pupils understand how to stay safe and behave online as part of forthcoming and existing curriculum requirements. It also includes some useful links to materials, including guidance on teaching about mental health.



## Appendix 2

### Example of Outline of topics covered – Based on Sheffield RSHE Planning

#### RSHE and PSHE Overview

A broad outline of the topics that are covered across the curriculum

Family		Friends		Community	
<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Understand own family</li> <li>- Know that we should feel safe and receive kindness when with our families (although not everyone does)</li> <li>- Understand acceptable behaviour at home and at school</li> <li>- Understand that families change</li> <li>- Practice saying no (consent)</li> <li>- Know how to report concerns</li> <li>- Understand that families are diverse</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how to be a kind friend</li> <li>- Identify the features of good friends</li> <li>- Identify 'bossy' friendships</li> <li>- Identify bullying</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Contribute to a happy school</li> <li>- Consider their wider community</li> <li>- Understand the equality of expectations for boys and girls</li> <li>- Learn about gender (boys, girls and non-binary people)</li> </ul>
<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Understand the way that families can change (including bereavement)</li> <li>- Appreciate that there are cultural differences between families in their communities</li> <li>- Know that boys and girls should be treated equally</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Choose healthy friendships</li> <li>- Understand that friends are diverse</li> <li>- Learn how to resolve conflict</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Consider their place within a happy and fair world</li> <li>- Explore feelings of belonging</li> <li>- Learn how to contribute to society</li> <li>- Learn about the way our country is governed</li> </ul>
<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Discuss the reason why people get married</li> <li>- Learn how to disagree and listen to opposing views with respect</li> <li>- Understand that families are highly varied and that the differences between people should be accepted and celebrated</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Appreciate the ongoing complexity of close friendships</li> <li>- Celebrate difference</li> <li>- Identify manipulation tactics</li> <li>- Learn to stand up for our own interests</li> <li>- Identify and challenge bullying and stereotypes</li> <li>- Accept and celebrate difference</li> <li>- Begin to understand gender identity and sexual orientation</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Understand the history of prejudice and discrimination</li> <li>- Learn how to stand up to prejudice</li> <li>- Learn about impairments and the way to treat disabled people with respect</li> <li>- Understand the importance of money and how to use it wisely</li> <li>- Explore the inequalities created by unequal distribution of wealth</li> <li>- Explore what does it mean to be British</li> </ul>

Mental Wellbeing		Physical health		Growing up	
<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Talk about feelings</li> <li>- Consider the range of moods that we experience</li> <li>- Resolve arguments</li> <li>- Begin to gain a sense of self</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how to exercise</li> <li>- Identify healthy foods</li> <li>- Learn how to keep clean</li> <li>- Identify and avoid dangers</li> </ul>	<b>KS1</b> Y1 & Y2	<ul style="list-style-type: none"> <li>- Learn how our bodies change over time (Linked to science)</li> </ul>
<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Manage feelings</li> <li>- Understand the causes and barriers to our own happiness</li> <li>- Identify positive and negative habits</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Appreciate the importance of exercise</li> <li>- Appreciate the importance of a healthy diet</li> <li>- Understand issues relating to hygiene and illness</li> </ul>	<b>LKS2</b> Y3 & Y4	<ul style="list-style-type: none"> <li>- Be able to access to information about menstruation should they need to</li> </ul>
<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Develop empathy for other people in the world</li> <li>- Understand mental wellbeing</li> <li>- Resolve conflicts</li> <li>- Understand the causes of our emotions</li> <li>- Explore self-identity</li> </ul>	<b>UKS2</b> Y5 & Y6	<ul style="list-style-type: none"> <li>- Critique beauty standards and expectations and the effect these have on mental health</li> <li>- Understand that we need to balance long term happiness with short term enjoyment</li> <li>- Have a thorough understanding of diet and exercise</li> <li>- Appreciate the significance to health of hygiene and illness</li> <li>- Learn about the dangers of drugs, alcohol and tobacco</li> <li>- Learn how to verify health information</li> <li>- Identify and manage hazards and risk</li> <li>- Learn key life-saving skills</li> </ul>	<b>UKS2</b> Y5 & Y6	<p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>- Understand physical changes including identifying body parts</li> <li>- Understand emotional changes</li> <li>- Understand the importance of hygiene during puberty</li> <li>- Understand the process of menstruation</li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>- Learn how sexual reproduction can lead to childbirth</li> </ul>



## Appendix 3

Department for Education – Statutory Guidance on Relationship Education (Primary)

Updated 13 September 2021 states that by the end of primary:

### **Families and people who care for me**

Pupils should know:

- 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

*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.*

### **Caring friendships**

Pupils should know:

- 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**

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

## **Online relationships**

Pupils should know:

- 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**

Pupils should know:

- 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, for example family, school or other sources