



## Relationships and Health Education policy

Version control	
January 2024	Reviewed, added an Ocean specific statement to 10. page 6
September 2024	Reviewed, removed from 9.1 'the Wellness Curriculum and' addition of text in 9.2
September 2023	Reviewed, link removed in section 3
September 2022	Reviewed, 9.1 change to person reviewing policy,
October 2021	Reviewed, appendix 3 added
September 2020	New Policy

Date of next review:	September 2025	Owner:	Principal
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## Contents

1. Links to other policies
  2. Aims
  3. Definition
  4. Statutory requirements
  5. Policy development
  6. Curriculum
  7. Delivery of RSHE
  8. Inclusion
  9. Roles and responsibilities
  10. Parents' right to withdraw
  11. Training
  12. Monitoring arrangements
    - Appendix 1: Curriculum map
    - Appendix 2: By the end of primary school pupils should know
-

## 1. Links to other policies

The RSHE policy links to the Wellness Curriculum which has been developed by the Aspirations Trust to help promote positive mental health and emotional well-being in our pupils and to teach our pupils' self-responsibility for their behaviour and their lifestyle choices.

The Safeguarding and CP Policy is also relevant to this policy.

## 2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Develop 21st century skills and attributes such as resilience, self-esteem, risk-management, teamworking and critical thinking
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Deal with misconceptions, myths and misunderstandings
- To safeguard pupils

## 3. Definition

RSHE stands for Relationship, Sex and Health Education. It is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity in a safe environment where pupils can discuss their thoughts and receive age appropriate reliable guidance. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RSHE reduces the likelihood of young people engaging in risky behaviours.

## 4. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex Education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education. (DfE RSE Guidance, 2019).

As a primary academy we must provide relationships education to all pupils as per section 34 of the Children and Social Work Act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

## **5. Policy development**

Before the policy can be ratified, each academy should carry out the consultations mentioned below in steps 2,3,and 4

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

1. Review – Wellness lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want and need from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **6. Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

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

## **7. Delivery of RSHE**

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum. Other aspects of PSHE are included in religious education (RE).

Lessons are taught by teachers and occasionally by external agencies such as school nurses or youth workers.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

***The delivery of RSHE will be monitored just like any other subject, for example through:***

- Learning Walks
- Book Scrutiny
- Data Analysis
- Pupil Voice
- Staff Consultations
- Ongoing CPD

Pupils' development in RSHE is monitored by class teachers during each lesson and by the subject lead termly. Pupils should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

## **8. Inclusion**

All pupils have a right to age appropriate RSHE regardless of faith, gender, sexual orientation, race or disability. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

Wellness Leads as well as the Safeguarding Leads both have a duty of care to ensure that all staff delivering RSHE are familiar with the Safeguarding Policy and understand the necessary protocol

should a safeguarding issue arise. Furthermore, the backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families.

## **9. Roles and responsibilities**

### **9.1 Governance**

The Board of Trustees for Aspirations delegates responsibility to local Regional Boards (RB). The RB will approve the RSHE Policy. This policy will be reviewed by the PSHE Lead annually. At every review, the policy will be approved by the RB.

### **9.2 The Principal**

The principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non statutory components of RSHE (see section 10). They will also ensure that all teaching staff receive ongoing training on issues relating to PSHE and RSHE and how to deliver lessons on such issues and make sure that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RSHE

### **9.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non statutory components of RSHE

It is important that RSHE is taught by staff trained and eager to teach RSHE just like any other subject. If staff have concerns about teaching RSHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

### **9.4 Pupils**

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

## **10. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. This means, at Ocean Academy, you have the right to withdraw your child from the non-statutory components of sex education within RSE at any time.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Principal.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

## **11. Training**

Staff delivering RSHE are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

## **12. Monitoring arrangements**

The delivery of RSHE is monitored by the Wellness Lead just like any other subject through the usual academy monitoring systems.

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

This policy will be reviewed by the Wellness Lead annually.



# ASPIRATIONS

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME
Y3	Summer	Outside body changes
Y3	Summer	Inside body changes
Y4	Summer	Having a baby
Y4	Summer	Girls and puberty - physical changes
Y5	Summer	Puberty for girls and boys - physical and emotional changes
Y5	Summer	Conception
Y6	Summer	Puberty
Y6	Summer	Reproductive systems (Single sex coverage)
Y6	Summer	Conception to birth



## Appendix 2:

### By the end of Primary school pupils should know

This guidance is adapted from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#) and has been mapped against the 6 core components of the Wellness curriculum.

TOPIC	PUPILS SHOULD KNOW
PHYSICAL WELLNESS	<p><b>EXERCISE AND FRESH AIR</b></p> <ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul> <p><b>HEALTHY DIET</b></p> <ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● the facts and science relating to immunisation and vaccination</li> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>· the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>· what constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>

	<ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and Changing Bodies</li> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul> <p>about menstrual wellbeing including the key facts about the menstrual cycle</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> </ul>
	<p>SELF WORTH- A HEALTHY MIND</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul> <p>Being safe</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul> <p>Internet safety and harms</p> <ul style="list-style-type: none"> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing</li> <li>• 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</li> </ul> <p>Online relationships</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> </ul>
<p>INTELLECTUAL WELLNESS</p>	<p>First Aid:</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<p>EMOTIONAL WELLNESS</p>	<p>Respectful relationships</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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</li> </ul>

	<p>authority.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> <p>Families</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul> <p>Caring friendships</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and</li> </ul>
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	<p>support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>● 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.</li> <li>● 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.</li> </ul>
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### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	

Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL

<p>Agreed actions from discussion with parents</p>	<p><i>Include notes from discussions with parents and agreed actions taken.</i></p> <p><i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i></p>
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