



BROOKE HILL ACADEMY TRUST

Relationships, Sex Education and Health Education Policy (RSHE)

Policy Name:	RSHE
Status:	Statutory
Date Approved by Trustees:	
Date of Next Review:	
Signed by (Trustee):	_____

Statutory Requirements

As Primary Academies, we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science which would include the elements of sex education contained in the science curriculum. We must provide relationships education to all pupils as per section 34 of the Children and Social Work act 2017.

Our policy has been written following the DfE's Relationships Education, Relationships and Sex Education (RSE) and Health Education document. This is statutory guidance from the Department for Education (DfE) issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996 and is available at:

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

Definition

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

Relationships education:

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

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships
- Being safe

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).

Sex Education:

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.

Primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Primary sex education will focus on:

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

Physical Health and Mental Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. 84. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

DfE 2019

Staff, governors and parents of Brooke Hill Academy Trust pupils believe that RSHE should be part of a broader Personal, Social, Health Education and Citizenship programme designed to develop pupils' self-esteem and their sensitivity and sense of responsibility towards others. RSHE must take into account the cultural backgrounds of all our pupils and the views of their parents/carers.

Persons Responsible

Each school's named PSHE/RSHE Leaders will co-ordinate the subject, with support of Headteachers, Heads of Schools, Head of Teaching and Learning and Deputy Heads as required.

Class teachers will lead lessons on RSHE and staff are supported through access to relevant CPD opportunities and by colleagues, when appropriate.

Aims and Objectives

- To develop sensitivity towards the needs of others.
- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- To provide knowledge of loving relationships.
- To promote honesty and loyalty in relationships.
- To promote the importance of family life and stable relationships for bringing up children.
- To teach the fundamentals of human reproduction, through Science.
- To inform children on matters of personal hygiene and related health issues.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.

Equal Opportunities

In support of the equal opportunities policy, all pupils will have the same opportunities to benefit from the RSHE resources and teaching methods, regardless of age, ability, sex, religion or race.

Curriculum Entitlement, Methodology and Approach

There will be a whole-school approach from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all of the elements within the Primary Curriculum as well as expanding more broadly into human relationships and human and physical development and reproduction.

All RSHE lessons will be developmentally appropriate, taking into account the levels of maturity of individual children as well as the whole class. Lesson objectives will be taken from the PSHE Association's scheme of work, which encompasses all of the DfE's Statutory guidance for lesson content.

Teachers will answer children's direct questions in an open and factual way. Staff will not enter into discussions about personal issues and lifestyles.

Certain topics such as same gender parents and conception may be addressed openly and honestly, and in accordance with the philosophy, aims and objectives of the school.

External advice will be taken as appropriate. Parents' comments will be taken into consideration.

There will be specific lessons when health professionals, such as the School Health Nurse, will be invited to address the children in the presence of the class teacher. Notification will always be sent to parents/carers in advance of such lessons. The teaching of biological aspects of human growth and reproduction, will form part of the science curriculum.

How RSHE is monitored

Pupil evaluations are completed following certain RSHE units of work. These evaluations will be used to evaluate the pupil's views and how they feel about RSHE. If pupils request to learn about additional topics we can integrate these into our long term overview using appropriate lesson plans.

Staff evaluations will also be used to evaluate staff opinions with regards to teaching RSHE.

Subject Leaders will monitor the curriculum coverage through planning scrutiny and book looks. They will be supported when conducting learning walks by a member of SLT.

Working with Parents/Carers

Parents/carers have the opportunity to contribute to the formulation of the RSHE policy through feedback opportunities, and have the opportunity to view the resources being used. All parents/carers are advised of their right to withdraw children from non-statutory RSHE lessons, but are nevertheless encouraged to allow children to participate. Requests for withdrawal should be put in writing and addressed to the Headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the sex education lesson is over. We aim to minimise the number of withdrawals from sex education by inviting all parents/carers into school to view and comment upon materials on an annual basis. Parents may be supplied with accompanying literature following programme delivery and offered support in their role as sex educators from class teachers or the school learning mentor. Parents cannot withdraw children from relationships education, as this is a statutory part of the curriculum.

Child Protection Procedure

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter of child protection.

Confidentiality

Confidentiality must not prevent action if the child is at risk. Staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the appropriate people will be contacted in accordance with the school's safeguarding and child protection procedures, a copy of which is available for parents/carers in school or via the school website.

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Autumn 2	<p><u>What are different feelings can I have?</u></p> <p>Learning about different feelings that humans can experience Understanding how to recognise and name different feelings To know how feelings can affect people's bodies and how they behave To how to recognise what others might be feeling To recognise that not everyone feels the same at the same time, or feels the same about the same things. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online To know about what is kind and unkind behaviour, and how this can affect others To know about how to treat themselves and others with respect; how to be polite and courteous</p>	
	Summer 2	<p><u>When is it safe to trust someone?</u></p> <p>To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives To identify the people who love and care for them and what they do to help them feel cared for To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private To understand that sometimes people may behave differently online, including by pretending to be someone they are not To know how to respond safely to adults they don't know To know about how to respond if physical contact makes them feel uncomfortable or unsafe To about knowing there are situations when they should ask for permission and also when their permission should be sought</p>	
Year 2	Spring 1	<p><u>How can I stay safe online?</u></p> <p>To know the basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them To understand about the role of the internet in everyday life To know that not all information seen online is true</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Spring 2	<p>To know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p><u>When is it safe to do something that someone else tells me to do?</u></p> <p>To know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) To have basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>	
Year 3 / 4 Cycle A	Autumn 1	<p><u>How do we treat each other with respect?</u></p> <p>To know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. To know the importance of seeking support if feeling lonely or excluded. To understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. To know how friendships can change over time, about making new friends and the benefits of having different types of friends.</p>	
	Summer 1	<p><u>What does it mean to be part of a family?</u></p> <p>To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another To know how to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		To understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.	
Year 3 /4 Cycle B	Autumn 1	<p><u>What is my identity?</u></p> <p>To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>To understand that for some people gender identity does not correspond with their biological sex.</p> <p>To recognise their individuality and personal qualities.</p> <p>To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>To know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</p>	
	Autumn 2	<p><u>How is a friendship different when it is online?</u></p> <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</p> <p>To recognise the effect of online actions on others.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>To know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</p> <p>To know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>To recognise ways in which the internet and social media can be used both positively and negatively.</p>	
Year 5/6 Cycle A	Autumn 2	<p><u>How do I know which information online is safe and useful?</u></p> <p>To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>To know about some of the different ways information and data is shared and used online, including for commercial purposes</p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p> <p>To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</p> <p>To know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>	
Year 5/6 Cycle B	Autumn 1 Autumn 2 Spring 2	<p><u>What makes a healthy or unhealthy relationship?</u></p> <p>To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>To know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>To have strategies for recognising and managing peer influence and a desire for peer approval in friendships.</p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>To have strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p><u>Why is it important to show respect to everyone (including myself)?</u></p> <p>To know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves;</p> <p>To know that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>To understand diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p><u>What is safe and appropriate in different relationships?</u></p>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<p>To know about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p> <p>To know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p> <p>To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p> <p>To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</p>	
Year 5	Summer 2	<p><u>How can we keep healthy as we grow up and our relationships change?</u></p> <p>To know about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>To know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>To know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p>	
Year 6	Summer 2	<p><u>How can we keep healthy as we grow up and our relationships change?</u></p> <p>To know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>To know about seeking and giving permission (consent) in different situations</p> <p>To know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</p> <p>To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p>	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none">• 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