Students First
OUTWOOD
FAMILY OF SCHOOLS

RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

(Primary)

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Introduction

Relationships, Sex Education, and Health Education at all academies within Outwood Grange Academies Trust recognises and values all families. We are committed to fostering an inclusive and supportive approach that respects diversity in its many forms. Our curriculum teaches pupils what functional, supportive, and loving relationships look, sound, and feel like, while also equipping them with the tools to identify the signs of unhealthy or harmful relationships. We aim to promote a culture of respect, empathy, and emotional well-being, ensuring that every pupil feels valued and supported. We also consider the following statistics:

- The UK has the highest teenage birth rate in western europe;
- The rate is highest in the most economically disadvantaged communities and amongst the most vulnerable young people;
- More than half of under 16s use no form of contraception the first time they have sex;
- Early sexual experiences tend to be linked to risky behaviour with alcohol and other drugs;
- Lack of knowledge and media pressures are often cited as explanations for the number of teenage pregnancies;
- Increased risks of sexting which affects young people the most;
- Risks associated with social media and young people being contacted by strangers.

The following policy (which replaces any previous RSE policies) is an integral part of the general package of policies relating to student health and well-being, and particularly the associated policies for drugs, alcohol and tobacco education.

It is also to be read in conjunction with both the Safeguarding Children policy including child protection procedures and the Trust's confidentiality policy.

Context, including national and local policy and legislation

This policy supports a whole academy approach to Relationships, Sex and Health Education (RSHE) in the curriculum, and throughout the life of the school and its community. It is consistent with current legislative frameworks and guidance. The focus is 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. (Stat guidance). These concepts will then be further developed in Secondary education to provide children with the skills, knowledge and understanding that they need to be well-informed adults.

Pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We are committed to promoting the health and wellbeing of pupils and of the whole school community, and fully recognise the important cyclical relationship between physical and mental wellbeing and learning.

At Outwood Grange Academies Trust we believe that effective relationship and sex education is essential if young people are to make responsible and well informed decisions about their lives. It should not be delivered in isolation but should be firmly rooted within the framework for PSHE and the National Curriculum, which are part of the Trust's desire to put Students First and raise standards and expectations for all.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

National Curriculum

The National Curriculum states that all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. It must also:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships Education, RSE and Health Education complements several national curriculum subjects, and opportunities are identified to draw links between the subjects and integrate teaching where appropriate.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty, pregnancy and childbirth.

Key focus areas:

At KS1 students are taught:

- to recognise and compare the main external parts of the bodies of humans and other animals;
- that humans and other animals can produce offspring and that these offspring grow into adults;
- about the senses that enable humans and other animals to be aware of the world around them.

At KS2 students should be taught:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction;
- that the life processes common to plants include growth, nutrition and reproduction;
- to make links between life processes in familiar animals and plants and the environments in which they are found.

General Aims

Our approach to Relationships, Sex Education and Health Education (RSHE), consists of a comprehensive and developmental programme of teaching and learning, which is delivered in a context where the health and wellbeing of pupils and of the whole school community are actively promoted. Our teaching programme has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives.

Our RSHE programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future, as individuals, parents/carers, workers and members of society. It is embedded within the wider learning offered by the school to ensure that pupils experience positive relationships with adults and with each other and feel valued, and that those who are most vulnerable are identified and supported. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community.

RSHE delivery

Curriculum organisation

The RSHE programme is embedded across the academy through developing opportunities to draw links between the subjects and integrate teaching where appropriate. This programme complements existing national curriculum subjects through our whole school approach to health and well-being. It also covers e-safety and the content reflects the different and escalating risks that young people face as they get older. This is delivered through a variety of opportunities including:

- Time to… sessions
- Theme Days or Weeks
- Diploma Weeks
- School ethos
- Small group work
- Cross curricular links
- Assemblies

- Residential trips

Focus Week

Our approach to delivering Relationships, Sex and Health Education includes a whole school focus week. This reflects the importance we place on this content and the consistency and progression of what is taught.

The table below, demonstrates an approach that introduces and then revisits learning opportunities at a deeper and more complex level in each year group, emphasising and embedding the essential skills and attributes they need to manage their lives, both now and in the future.

(Y1) My Family	(Y2) Our Families	(Y3) Different Families	(Y4) Family Commitments	(Y5) Families and Laws	(Y6) Families and Cultural Differences
LO: To talk about my family and why it is important. **Key Ideas:** To identify my own family. To talk about why my family is important to me.	**LO:** To be aware that different people have different types of families. **Key Ideas:** To understand and identify family values. To recognise that not all families look the same. To realise that even though families look different, they share the same values.	**LO:** To understand the value and security of a family, regardless of what it looks like. **Key Ideas:** To identify and understand key family values. To recognise the security that should be provided by a family. To identify different family structures and the roles within these. To know the importance of equality and not gender stereotyping.	**LO:** To recognise types of commitments between families and understand the concept of marriage. **Key Ideas**: To identify and understand key family values and the security provided by these. To identify some less common family structures and identify equality, roles and not gender stereotyping within these. To know about the different types of commitment	**LO:** To recognise types of commitment between families and understand the concept and legalities of marriage. **Key Ideas:** To identify some less common family structures and identify equality, roles and not gender stereotyping within these. To know about the different types of commitment made within families. To recognise some of the laws around different types of	**LO:** To recognise types of commitment between families and understand the concept and legalities of marriage in different cultures. **Key Ideas:** To recognise some of the laws around different types of commitments and marriages in the UK. To understand how some of these laws may differ in other cultures. To give my opinion on some of these differences. To identify which of these differences

			made within families.	commitments and marriages in the UK.	are not considered as acceptable under UK law and why.
(Y1) My Friends	**(Y2) Good Friends**	**(Y3) Staying Friends**	**(Y4) Fixing Friendships**	**(Y5) Trusting Friends**	**(Y6) Healthy Friendships**
LO: To recognise who my friends are. **Key Ideas:** To describe and talk about my own friends. To start to understand what makes a good friend.	**LO:** To identify what makes a good friend. **Key Ideas:** To talk about and describe my own friends and their qualities. To understand what qualities a good friend should / should not have.	**LO:** To identify problems in friendships and know that these can be resolved. **Key Ideas:** To understand what qualities a good friend should / should not have. To realise that sometimes friends fall out and know some basic strategies for dealing with this.	**LO:** To identify problems in friendships and know strategies to resolve these. **Key Ideas:** To understand that sometimes friends have disagreements and that these can be resolved. To be confident in some strategies for resolving conflicts within friendships.	**LO:** To know how to confidently deal with problems in friendships, including issues with trust. **Key Ideas:** To be confident in some strategies for resolving conflicts within friendships. To understand the importance of respect and trust within a friendship.	**LO:** To know how to confidently deal with a variety of problems in friendships. **Key Ideas:** To be confident in a range of strategies to resolve conflicts within friendships. To know what respect within a friendship looks and feels like. To know what trust within a friendship looks and feels like. To recognise when a friendship has become unhealthy and have strategies for breaking away from this.
(Y1)Babies and Adults	**(Y2) Young to Old**	**(Y3) Boys and Girls**	**(Y4) Body Changes**	**(Y5) Changing Bodies and Emotions**	**(Y6) Pregnancy and Conception**
LO: To understand that all animals (including humans) have babies that grow into adults.	**LO:** To recognise and order the key phases of the human lifecycle.	**LO:** To recognise the physical differences between males and females.	**LO:** To recognise how my body changes as I become an adult.	**LO:** To recognise how my body and my feelings change as I become an adult.	**LO:** To understand basic facts about pregnancy and conception.

Key Ideas: To know that all animals produce offspring. To understand that babies grow into adults.	**Key Ideas:** To be able to order the stages of the human life cycle. To identify some of the changes to a human's appearance as they grow and age.	**Key Ideas:** To identify the similarities and differences between male and female baby's bodies. To confidently use scientific vocabulary to describe male and female body parts.	**Key Ideas:** To identify the physical changes that happen to males and females during puberty. To confidently ask questions about changes that will happen to my body, using the correct scientific terminology.	**Key Ideas:** To confidently talk about the physical changes that happen to males and females during puberty. To understand the process of menstruation. To recognise some of the emotional changes and feelings that may occur during puberty.	**Key Ideas:** To understand that most babies are made through sexual intercourse and be aware of the basic facts around what this involves, including that conception can be prevented. To recognise that there are other scientific ways of having babies for couples who are unable to do this naturally. To know some of the key changes that happen to a woman's body during pregnancy. To know how babies are born.

Learning environment and expectations

Staff are careful to ensure their personal beliefs and attitudes do not influence the teaching of RSHE. There are clear parameters as to what will be taught in a whole-class setting, and what will be dealt with on an individual basis.

If pupils are to benefit fully from a Relationships, Sex and Health Education programme, they need to be confident speakers, good listeners and effective, sensitive communicators who are conscious of the impact of their words on others.. When the needs of pupils are analysed, of overriding importance are two key areas: they need to feel safe and be safe. Staff aim to create a safe and relaxed environment in which they do not feel embarrassed or anxious about unexpected questions or comments from the pupils. They also reduce the possibility of inappropriate behaviour, while also ensuring that help, support and guidance are

signposted for students. And if disclosures are made they are dealt with in line with the safeguarding policy.

We recognise that an interactive approach to RSHE will better develop the skills of our pupils, and also that it is more likely to meet their needs. We involve pupils in the evaluation and development of their Relationships, Sex and Health Education in ways appropriate to their age such as verbal feedback, questionnaires, online surveys and informal discussions with class teachers and SLT.

We acknowledge that children and staff may take part in times of religious observance which may impact on how fully they feel they can engage with some of this learning. Schools should regularly consider the religious and cultural diversity in their school community and adapt their delivery accordingly.

Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in Relationships, Sex and Health Education as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for Relationships, Sex and Health Education. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE lead/ Designated Safeguarding leads. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We may use a question box where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, or is something that is not age appropriate, teachers will pass this information to the designated safeguarding lead in line with school policy and procedures.

Safeguarding and Child Protection

The nature of PSHE means that pupils may disclose personal information that staff will respond to appropriately. The classroom is never a confidential place to talk, and that remains true in Relationships, Sex and Health Education. Pupils will be reminded that lessons are not a place to discuss their personal experiences and issues, or to ask others to do so. Any visitor to the classroom will be bound by the school's policy on confidentiality, regardless of whether they have, or their organisation has, a different policy. We will make sure visitors are aware of this, and make sure there are enough opportunities for pupils to access confidential support after the lesson if they need it.

Any information disclosed to a staff member or other responsible adult, which causes concern about the pupil's safety, will be communicated to the designated person as soon as possible, in line with our safeguarding and child protection policy. Relationships, Sex and Health Education plays a very important part in fulfilling the statutory duties all schools have to meet and the RSHE policy should be closely aligned to the school's safeguarding policy. This policy helps pupils to know and understand how to keep themselves and others safe, make informed decisions and manage risk and equip them with the knowledge and skills to get help if they need it. When teaching any sensitive issue, pupils may give cause for concern, and a link needs to be made with the pastoral system and safeguarding arrangements. All adults involved in Relationships, Sex and Health Education delivery need to be aware of the pastoral system and safeguarding arrangements in place.

Parents/Carers

The school recognises the key role that parents/carers fulfil in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships, Sex and Health Education. We will keep parents/carers informed about all aspects of the RSHE curriculum, including when it is going to be delivered and provide access to resources and information being used in class and do everything to ensure that parents/carers are comfortable with the education provided to their children in school.

As there continues to be no right of withdrawal from any part of the national curriculum, as sex and relationship education is compulsory in primary schools, parents only have a right to withdraw their child where aspects are taught that go beyond the national curriculum for science which in the context of our current scheme, only involves the Y6 session on conception

The Principal will invite parents for a detailed discussion, to ensure their wishes are understood, and will clarify the nature, purpose and benefits of this important information before granting the request.

We recognise/appreciate/support the right of parents to understand the content that children are being taught and encourage such a dialogue between academies and parents so that learning can be further supported at home. Parents can contact individual academies to view resources used in RSHE delivery. Parents will be invited to view teaching resources with a colleague to explain the purpose, nature and delivery of content. Academies may ask you not to share these resources further. All academies publish a 'Subject Overview' on their website which outlines the structure of all curriculum areas which includes when and where RSHE content is delivered to students.

Working with visitors and other external agencies

Lessons will be delivered by the class teachers who know the children best, and who have developed strong relationships as well as being aware of individual needs.

However, when appropriate, we may use visits and visitors from external agencies or members of the community to support RSHE. This is an enrichment of our programme and not a substitute for our core provision which is based upon the strong relationships between teachers and pupils. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge a pupil's perceptions. When visitors are used to support the programme, the school’s policy on the use of visitors will be used. A staff member will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it.

Before involving visitors in any aspect of Relationships, Sex and Health Education, teachers will ensure that:

- The visitor understands the school's confidentiality policy, values and approach to the educational programme
- There is appropriate planning, preparatory and follow up work for the sessions
- The visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- The teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

Inclusion and equal opportunities

All pupils, whatever their experience, background and identity, are entitled to quality Relationships, Sex and Health Education that helps them build confidence and a positive sense of self, and to stay healthy. All classes include pupils with different abilities and aptitudes, experiences and 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 school community, and helps each and every pupil to feel valued and included in the classroom.

We promote the needs and interests of all pupils, including those with SEND. The school's approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds of pupils to ensure all can access the full RSHE provision. We promote social learning and expect our pupils to show a high regard for the needs of others. Relationships, Sex and Health Education is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all.

Further Information

Complaints

Parents/carers who have complaints or concerns regarding the Relationships, Sex and Health Education provision should contact the school to discuss their concerns and if necessary, follow the academy' complaints procedure

Location and dissemination

This policy document is freely available on request to the whole school community. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

Consultation

This policy will undergo consultation every 3 years.

Policy relationship to other policies

This policy links to the following OGAT policies:

- Anti-bullying Policy
- E-Safety Policy
- Equality and Diversity Policy
- Health & Safety
- Safeguarding Policy
- SEND Policy
- Substance Misuse and Education Policy