



"A small school with a huge heart."

Policy for Relationships, Sex and Health Education

Approved by

Written

Next review due

October 2022

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Introduction

At Buildwas Academy, our values are built upon our small school with a huge heart ethos. We aspire to ensure that the happiness of the whole school community is our priority. We put our trust in each other, enabling us to provide creative learning opportunities, that build resilience and nurture our children to evolve into the best versions of themselves. Our RSHE curriculum has been developed from these values and aims to prepare and furnish our pupils with the footings to build a prosperous and healthy life - filled with positive relationships, an understanding of how to keep themselves and others safe and to have confidence in their own morals and behaviours.

Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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.

In teaching RSHE, we are 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](#).

At Buildwas Academy we teach RSHE as set out in this policy.

Policy Development

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

1. Review – a member of staff 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 from their RSHE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

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

RSHE covers primary sex education delivered timely at an age and developmentally appropriate point. RSHE involves a combination of sharing information and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Curriculum

Intent

It is our intent, that through our Relationships, Sex and Health education (RSHE) curriculum, pupils at our school learn about the fundamental building blocks and characteristics of positive relationships, with reference to families, friendships and relationships with peers and adults. We strive to provide pupils with the knowledge and understanding necessary to manage risks in order to make safe and informed decisions about their wellbeing, health and relationships, both now and in the future enabling them to take up the challenges of developing into a content, safe and successful adult. We recognise that everyone faces difficult situations in their life and hope that through our RSHE curriculum we can support our children to develop resilience, to know how and when to ask for help, and to know where to access support.

We also aim to:

- 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

Through the exploration of our school values: Happiness, Enabling, Aspire, Resilience and Trust along with a sixth value of Diversity, we seek to nurture a repertoire of personal, positive attributes that will support our children as they develop and mature.

Implementation

At Buildwas Academy, we have worked in consultation with staff and parents to develop a broad curriculum using the PSHE Association programme of study, 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 children are fully informed and don't seek answers online. Parents will be informed of these discussions if the staff member feels it is relevant.

Our curriculum is built around three core themes:

- Health and Well-being
- Relationships
- Living in the Wider World

Although the curriculum is built from these three core themes, learning from one area may be related and relevant to others and so there will be overlaps that draw from more than one theme. The use of this thematic approach allows different year groups to work on similar themes, building a spiral programme in which themes are revisited, year on year. The curriculum may be subject to adaption where necessary and appropriate.

Within the Early Years Foundation Stage (preschool and Reception), Personal, Social and Emotional Development (PSED) is a prime area of learning and 'Development Matters' is used as a teaching, learning and assessment tool.

In this Key Stage the children are taught the topics:

- New Beginnings, rules and routines
- Kindness and being a good friend
- Relationships
- Getting on and Falling out
- Water Safety
- NSPCC Underwear Rule

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

Within Key Stage 1 (Years 1 and 2) children are taught:

Cycle A		
Relationships Respecting ourselves and others Families and Friendships Respecting ourselves and others	Health and Wellbeing Growing and changing Relationships Safe Relationships including PANTS	Living in the wider world Belonging to a community Money and Work

Cycle B		
Relationships Respecting ourselves and others Families and Friendships Friendships, Respecting ourselves and others	Health and Wellbeing Growing and changing Relationships Recognising privacy; staying safe; seeking permission including PANTS	Living in the wider world Money and Work Health and wellbeing Keeping safe

Within Lower Key Stage 2 (Years 3 and 4) children are taught:

Cycle A		
Relationships Families and Friendships Respecting ourselves and others/ Safe relationships	Living in the Wider World Belonging to a Community Money and Work	Health and Wellbeing Keeping Safe Physical health and Mental Wellbeing Growing and changing
Cycle B		
Relationships Families and Friendships Respecting ourselves and others Health and Wellbeing Keeping safe	Living in the Wider World Belonging to a Community Money and Work	Health and Wellbeing Keeping safe Growing and changing

Within Upper Key Stage 2 (Year 5 and 6) children are taught:

Cycle A		
Relationships Families and Friendships Respecting ourselves and others	Relationships Safe relationships Living in the wider world Money and Work	Health and Wellbeing Physical health and Mental Wellbeing Growing and changing Year 6: Managing transitions
Cycle B		
Relationships Families and Friendships Respecting ourselves and others Living in the Wider World Belonging to a Community	Health and Wellbeing Safe relationships Living in the Wider World Money and work	Health and Wellbeing Growing and changing Keeping safe Year 6: Managing transitions

At Buildwas Academy Primary sex education will focus on:

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

Our RSHE curriculum is delivered as a two-year rolling programme through blocked units of work (one per term), delivered by the class-teacher or HLTA. There are some overlaps with other subjects and where appropriate biological aspects of RSHE will be taught within the science curriculum. Online Safety is taught through our Computing curriculum, Healthy Eating is taught through our Science and Design and Technology curriculums and Physical Health is taught through our PE curriculum.

Pupils also receive stand-alone sex education sessions, delivered bi-annually during Upper Key Stage 2. Year 6 pupils receive a puberty recap lesson as part of their managing transitions unit on the opposite year.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships and is 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).

Resources

We will consider whether any resources we plan to use:

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

Staff will use a range of resources including those from and recommended by the PSHE Association and the Shropshire Respect Yourself; Eat Better, Move More program for RSHE.

Use of external organisations and materials

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

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

We will make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate

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

We won't, under any circumstances:

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

Children with Special Educational Needs and Disability (SEND)

Buildwas Academy is an inclusive school, enabling all of our pupils to reach their full potential, regardless of their starting point.

We ensure that all children, including those with SEND, get the support they need in order to achieve this in RSHE by:

- understanding the pupils' special educational needs
- providing high-quality teaching, differentiated to meet individual pupils' needs

- ensuring that pupils with SEND engage in RSHE activities alongside their peers in a developmentally appropriate way

In RSHE we welcome our duties under the Equality Act 2010. These duties are:

- eliminating discrimination
- fostering good relationships
- advancing equality of opportunity

We are committed to:

- promoting equal opportunity for all
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships in RSHE

Disadvantage Pupils

The aim of the government's pupil premium is to raise achievement among disadvantaged pupils, diminishing the difference between them and their peers. The funding was introduced in April 2011 and is targeted at pupils aged 4-16, from low-income families who are eligible for Free School Meals (FSM) or any Looked After Children (LAC). Pupil Premium funding also extends to children of service personnel.

We ensure that all children, including those who are recognised as Pupil Premium, get the support they need in order to achieve in RSHE by:

- understanding social and educational barriers that pupils' face
- Providing quality first teaching and differentiating activities or resources
- Ensuring that children can access and are engaged in RSHE activities alongside their peers

We are committed to:

- Developing cultural capital to increase social mobility
- Enabling more pupils from disadvantaged backgrounds to reach their potential and go on to further education.
- Reducing the attainment gap between the highest and lowest achieving pupils
- Supporting self-confidence, motivation and overall well-being.

Gifted and Talented

Buildwas Academy values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

We ensure that all children, including children who have been recognised as Gifted or Talented, get the support they need in order to foster a love of learning and progress in RSHE by:

- Understanding the pupils' strengths and/or area of talent
- Providing quality first teaching through differentiated tasks which support stretch and challenge
- Ensuring that Gifted and Talented pupils are engaged in RSHE

We are committed to:

- Promoting scholarship through a wide range of whole school initiatives
- Making links across the curriculum to allow pupils to demonstrate and exercise their skills
- Celebrating the achievements and success of all pupils.

English As an additional Language (EAL)

At Buildwas Academy we are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. As a school we will value the diversity, culture, language and heritage of all pupils.

We ensure that all children, including those recognised as having English as an Additional Language (EAL) get the support they need in order to achieve this in RSHE by:

- Understanding the EAL spectrum and recognising if pupils are new to the English language, what their competency of the English Language is, or if English is their first language but they are exposed to another or multiple languages at home.
- Provide quality first teaching and differentiated activities which will scaffold pupils' knowledge of RSHE as well as the acquisition of the English language.

We are committed to:

- Celebrating the diversity, different languages, and pupils' heritage
- Promoting Modern British Values

- Promoting equality for all.

Impact

At Buildwas Academy, our pupils receive a broad and balanced RSHE curriculum that develops the knowledge and understanding needed to progress to their next stage of education. There are opportunities in individual lessons and at the start and end of a unit of work to assess whether children know and remember more. We strive to ensure that at the end of Year 6 children will know and remember the expected statutory content as set out in the Statutory Guidance for Relationships, Sex and Health Education. Please see appendix 1.

Confidentiality

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, they will talk to a member of SLT / DSL before any decision is made. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

Child Protection

The school has a separate Child Protection Policy. Effective RSHE may bring about disclosures of child protection issues and staff should be aware of the procedures for reporting their concerns.

Controversial and Sensitive Issues

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

Sexual Identity and Sexual Orientation

Buildwas Academy believes that RSE should meet the needs of all pupils regardless of their developing sexuality and will deal honestly and sensitively with sexual orientation, answer appropriate questions and offering support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

Roles and responsibilities

The Local Advisory Board

The Local Advisory board will approve the RSHE policy, and hold the RSHE Lead to account for its implementation.

The RSHE Lead

The RSHE Lead is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff

Class teachers are responsible for:

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

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the RSHE Lead.

Pupils

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

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the RSHE Lead.

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

Training

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

Monitoring arrangements

The delivery of RSHE is monitored Heidi White through:

- curriculum reviews, book scrutinies and learning walks monitors the delivery of RSHE.

Class teachers, as part of our internal assessment systems, will monitor pupils' development in RSE.

Assessment

Within RSHE teachers will:

- Baseline all pupils starting points
- Monitor progress and support learning
- Recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- Guide planning, teaching, additional support, curriculum development and resources
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

The RSHE Lead will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school training.

The Senior Leadership Team will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet individual pupil and national expectations.

Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<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> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>

Appendix 2: 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

Agreed actions from discussion with parents	<i>Include notes from discussions with parents and agreed actions taken. 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>

TO BE COMPLETED BY THE SCHOOL

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