

# Relationships, Sex and Health Education Policy



**ASHWOOD**  
SPENCER ACADEMY

1<sup>st</sup> Edition

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SPENCER ACADEMY

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## Introduction

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils, under section 78 of the Education Act 2002 and the Academies Act 2010. Complimented by the PSHE curriculum, the Relationships, Sex and Health Education (RSHE) promotes the spiritual, moral, cultural, mental and physical development of pupils. It prepares pupils for the opportunities, responsibilities and experiences of later life. Alongside our DREAM expectations and our positive school ethos, the Jigsaw programme covers all aspects of RSHE within the context of a full PSHE programme in an age-appropriate way.

## Our Intent

The children at Ashwood Spencer Academy have the right to learn about different kinds of relationships and healthy decision-making. This will allow them to form the secure relationships they need to ensure positive mental health. They will grow into tolerant, empathetic people who should expect the same in return.

Children will be given strategies and guidance to keep themselves safe in all aspects of sexual relationships, along with an understanding of how their body and emotions will change.

## Implementation of Policy

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

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

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

At Ashwood Spencer Academy, Relationships, Sex and Health education involves

- understanding and respecting the diversity of families and how they are important for love, security and stability
- understanding the importance of a physically healthy lifestyle it's links to good mental health and the risks associated with an inactive lifestyle
- understanding what constitutes as a healthy diet with the principles of planning and preparing a range of healthy meals and the risks associated with unhealthy diet choices
- understanding the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking
- understanding the importance of preventing physical and mental illness through actions such as good oral care, sun safety measures and good personal hygiene
- understanding how to use the many benefits of the internet while keeping safe and respecting others
- understanding that Mental wellbeing is essential and to be given strategies to take actions and make choices to support the mental health of themselves and others
- providing children with strategies and tools to develop positive virtues and responses that are appropriate and proportionate to the situation
- knowing when and how to report situations that make them feel uncomfortable or unsafe
- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries
- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- about menstrual wellbeing including the key facts about the menstrual cycle

### Teaching and learning

Ashwood Spencer Academy incorporates an ethos of physical and mental wellbeing throughout all aspects of our school community through weekly SMSC sessions taught through the Jigsaw scheme, assemblies and a carefully planned creative curriculum. The Jigsaw scheme incorporates all aspects of the statutory aspects of the Relationships, Sex and Health curriculum. The 'jigsaw pieces' that make up the scheme are delivered through a variety of strategies using age appropriate resources and vocabulary.

In addition to this, we also aim to

- raise pupils' self-esteem and confidence
- develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media
- teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of those around them
- support pupils to lead a healthy and safe lifestyle, teaching them to care for, and respect, their bodies
- provide pupils with the right tools to enable them to seek information or support, should they need it
- teach pupils about consent and their right to say no, in an age appropriate manner
- teach lessons that are sensitive to a range of views, values and beliefs
- that pupils always have access to the learning they need to stay safe, healthy and understand their rights as individuals

### Relationship, Sex and Health curriculum planning:

The objectives for Relationships, Sex and Health Education taught at Ashwood Spencer Academy are based on the requirements of the EYFS framework and the National Curriculum Programmes of study for Key Stage 1 and 2, as outlined in the statutory guidance.

Throughout their time at Ashwood Spencer Academy, children will follow the Jigsaw 'pieces' and complete a cycle of progressive topics.

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

### EYFS

Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up -how have I changed from baby to now; bodies (NOT including names of sexual parts); respecting my body and looking after it e.g. personal hygiene.

## Key Stage 1

### Year 1

Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles - animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.

### Year 2

Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciate that some parts of my body are private.

## Key Stage 2

### Year 3

Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

### Year 4

Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; having a baby (simple explanation of conception); girls and puberty; boys and puberty; confidence in change; accepting change.

## Year 5

Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMART internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; conception (including IVF); growing responsibility; coping with change.

## Year 6

Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; conception to birth; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

Ashwood Spencer Academy understand that it is essential that pupils understand that puberty needs to happen to enable humans to have babies in adulthood. This knowledge needs to be in place before the onset of puberty to ensure the wellbeing of pupils.

Although sex education is not a statutory requirement in primary schools, after considering our school community needs, Ashwood Spencer Academy have incorporated planning for the teaching of sex education into upper Key Stage 2. The knowledge supports children in having context to their changing adolescent bodies and, more importantly, helps to safeguard them.

Specific sex education content is taught through the Changing Me puzzle topic.

Using the correct, age appropriate vocabulary with children ensures that there is less scope for misconceptions, progression throughout the SRHE curriculum is consistent and children reporting safeguarding concerns have the terminology they need to be understood.

	<b>Will be used</b> The words and phrases below will be used by adults and children in the teaching and learning process.	<b>Will be referred to</b> Some vocabulary will be used to support teaching and learning, especially about the use of appropriate language.	<b>May arise</b> We do not plan to teach but it may be appropriate eg to re-visit some learning, to clarify or re-teach some aspects.
Reception			vagina, breasts, penis, testicles
Key Stage 1			vagina, breasts, penis, testicles, 'privates', willy, balls
Key Stage 1 lessons about living things (eg in the Life topic)	vagina, breasts, penis, testicles	'privates', willy, balls	other nicknames
Key Stage 2			vagina, breasts, penis, testicles; nicknames
Y5 discrete RSE lessons around changes	vagina, breasts, penis, testicles plus	<i>nicknames for terms listed will be referred to support the</i>	umbilical cord, epididymis,

	ovary, ovum, egg, fallopian tube, womb, uterus, menstruation, period foreskin, scrotum, sperm, ejaculation, erection, wet dream, <b>love, relationship, family, marriage, support, caring,</b> loving, consent, sexual intercourse, to make love, to conceive, conception, pregnancy, cells, embryo, foetus, birth, puberty, disease, infection heterosexual, straight, <b>gay, lesbian, homophobia(c)*</b>	<i>teaching and learning process, especially to teach children about appropriate, respectful language</i>	bisexual, transgender, biphobia(c), transphobia(c)
Y6			all of the above
<b>*Some words may be used as and when they are appropriate, regardless of age.</b>			

### The contribution to other subjects.

The RSHE curriculum is part of the ethos of Ashwood Spencer Academy and is embedded through our DREAM expectations. Discussions and lessons in all parts of our creative curriculum provide opportunities to develop skills and knowledge around the RSHE objectives.

In particular the Science, PE, Computing, D+T and SMSC curriculums have objectives which support aspects of the RSHE curriculum

Science	<ul style="list-style-type: none"> <li>- Animals, Including Humans</li> <li>- Living Things and Their Habitats</li> <li>- Evolution and Inheritance</li> </ul>
PE	<ul style="list-style-type: none"> <li>- Developing skills to support an active lifestyle</li> </ul>
Design and Technology	<p>Key Stage 1</p> <ul style="list-style-type: none"> <li>- use the basic principles of a healthy and varied diet to prepare dishes</li> <li>- understand where food comes from.</li> </ul> <p>Key Stage 2</p> <ul style="list-style-type: none"> <li>- understand and apply the principles of a healthy and varied diet</li> <li>- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul>
Computing	Key Stage 1



	<ul style="list-style-type: none"> <li>- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul> <p>Key Stage 2</p> <ul style="list-style-type: none"> <li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>
SMSC	<ul style="list-style-type: none"> <li>- Through the Jigsaw scheme</li> </ul>

## Health and Safety

RSHE plays an important part in fulfilling the statutory duties all schools have to meet in relation to safeguarding and child protection. The subject helps children understand the difference between safe and abusive relationships and equips them with the knowledge and skills to get help if they need it.

Children have the right to

- say no
- respect their own body
- speak out and know that someone can help

All adults are aware of our pastoral system and safeguarding arrangements. If the school has any reason to believe a pupil is at risk, the school safeguarding policy will be followed.

Our use of the correct anatomical terms for body parts helps to ensure that children are able to describe abusive behaviours if they need to.

Ground rules at the start of sessions help to establish and maintain a safe learning environment; this is important for good learning to take place, and also contributes to effective safeguarding.

Staff will be given advice on answering tricky questions.

## Role of RSHE and Wellbeing Leader and subject team.

- to support colleagues in teaching the subject content and developing the detail within each unit - through effective CPD, team teaching, resources, joint planning sessions etc

- to renew, update and complement resources needed to deliver the curriculum, within budget restraints
- to audit current practice and ensure that RSE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs
- to develop assessment and record keeping ensuring progression and continuity.
- to keep abreast of developments in RSHE education and media usage
- to ensure the skills progression is clear and being delivered across the whole school
- to work in partnership with the SMSC team
- ensure that the RSHE policy is reviewed annually
- provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils
- support parent/carer involvement in the development of the RSHE curriculum
- ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school

### Role of All Teachers

Teaching Staff are responsible for

- delivering RSHE in a sensitive way
- modelling positive attitudes to RSHE
- monitoring progress
- tailoring their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the Inclusion Leader, should they need it
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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 principal.

### Role of All Staff

- ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education
- report back to RSHE Lead/principal on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision
- attend and engage in professional development training around relationships and sex education provision, when appropriate

- encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously
- follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone
- ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school. It is important that all school staff feel comfortable to take RSHE classes.

Staff involved in the delivery of RSHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.

### Communication with Parents

The school will:

- keep parents/carers informed about all aspects of the RSHE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy
- 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 by ensuring they are aware they can contact the RSHE Lead
- expect parents/carers to share the responsibility of RSHE and support their children's personal, social and emotional development
- encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSHE
- encourage parents/carers to seek additional support in this from the school where they feel it is needed

All children must participate in the statutory elements of the RSHE curriculum. However, parents have the right to withdraw their children from the non-statutory components. Before doing so, parents are encouraged to talk to the class teacher or RSHE lead and/or view the teaching resources in order to inform any decisions regarding the withdrawal of their child. Requests for withdrawal should be put in writing 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, informing them of possible

consequences of withdrawal, such as the high likelihood that their child will hear about the content of lessons from other children and this is an inappropriate and possibly unsafe way for such information to be shared. Education Act 1996 and Learning and Skills Act 2000 RSHE is a vital part of the school curriculum and supports child development and we strongly advise parents/carers to carefully consider their decision before withdrawing their child from this aspect of school life.

### Monitoring

In line with the school monitoring policy, the delivery of RSHE is monitored by the RSHE team through

- pupil voice, planning, book scrutinies and learning walks.
- pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- this policy will be reviewed by the RSHE team annually. At every review, the policy will be approved by the principal.

### Assessment

At Ashwood Spencer Academy we assess the children's work in RSHE by making informal judgements as we observe the children during lessons. Where appropriate, pupils may undertake a selection of low stake quizzes throughout the half term which enable spaced retrieval opportunities to embed the learning further. Once the children complete a unit of work, we make a summary judgement of the work for children and consider whether they have yet to obtain, obtained the expected standard or exceeded the expectations for the half term. We record these judgements on Google Drive as one component of the SMSC judgement which allows detailed analysis to take place by the RSHE and SMSC teams.

Teachers constantly assess children based on the health and wellbeing and their engagement and at the end of each term are asked to use the Leuven's Scales to add a best fit judgement to Google Drive. This is valuable information for the RSHE team, the inclusion team and the safeguarding team.

### Inclusion

All pupils, whatever their experience, background and identity, are entitled to quality RSHE 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, religious/cultural backgrounds, gender and sexual identities. Our school inclusion policy

outlines the procedures in place to ensure that pupils feel safe and valued throughout our broad and balanced curriculum.

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 interest of all pupils.

The Ashwood Approach to teaching and learning takes into account the ability, age, readiness and cultural backgrounds of the 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. RSHE is an important vehicle for addressing both multicultural and gender issues and ensuring equal opportunities for all. There is a great need for sensitivity in the approach to RSHE.

Considerations will be made for

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to the country, religion and cultural diversity

Our policy values the different backgrounds of all pupils in school and, in acknowledging and exploring different views and beliefs, seeks to promote respect and understanding. We encourage respect for all religions and cultures. We do not ask pupils to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

RSHE should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives. We will ensure that provision is appropriate to the particular needs of our pupils, taking specialist advice where necessary. Staff will differentiate lessons (for example, by using different strategies) to ensure that the vast majority of children can access the information; we recognise that some aspects of RSHE will not be accessible for individuals with very significant learning needs. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children will need help to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender

(LGBT+). Inclusive RSHE will foster good relations between pupils, tackle all types of prejudice, including homophobia and transphobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010. We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Pupils, whatever their developing sexuality, need to feel that RSHE is relevant to them. In teaching, reference may be made to people who identify as LGBT+.

Where pupils are new to English we will take into account the language skills of individual pupils, ensuring that all pupils have equal access to the RSHE provision and resources.

### Review

The policy will be reviewed annually by the RSHE and SMSC teams.

The policy will be made available for parent/carer consultation annually.

The reviewed policy will be approved by the principal.