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**RHSE Policy
including
Relationships
Education,
Health
Education and
Sex Education**

Date Adopted: August 2022 Cabot Learning Federation
Implementation Date: 1 September 2022

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
Date	E.g. Whole Document	Detail of change	Reason for change
13 July 2020	Whole Document	Creation of Policy	In line with new RHSE legislation 2020.

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1 Introduction

1.1 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, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

1.2 An amendment to the Children and Social Work Act 2017 made **Relationships and Health Education** at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects. The DfE guidance on Relationships, Health and Sex Education for governing bodies can be seen [here](#). **This will become active from September 2020.**

1.3 **This policy is also underpinned by a range of other legislation and guidance – please see appendix 1 for a full list and links to the additional documentation.**

2 Aims

2.1 The aims of the policy are:

- To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, and to make sense and meaning of themselves and their world, to gain a sense of self, sense of place and develop self-agency to enable them to make positive choices in life and their community.
- To enable pupils to be healthy, safe and informed young people, who can make positive life choices and prepare for the physical and emotional changes they will encounter as they grown into young adults.

2.2 Pupils take part in a variety of learning opportunities across and beyond the curriculum, contributing fully to the life of their school and communities and being active citizens. In doing so they learn to recognise their own worth, work well with others, and form positive relationships, and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They become aware of their own feelings and the feelings of others. They also develop their own opinions and values, and recognise that the opinions and values of others may be different from theirs.

2.3 They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2.4 The Cabot Learning Federation is committed to, recognises, and celebrates diversity, including that which exists within our pupil and staff populations and the communities we serve. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, including disability, ethnicity, gender, gender identity, age (except pupils), marriage and civil partnership, pregnancy and maternity, sexual orientation, and religion or belief (defined as Protected Characteristics) so that equality, diversity and inclusion (EDI) underpin all we do. In

relation to the enactment of this policy, this commitment and celebration of diversity will include:

- Develop an understanding of a range of family groups, including marriage, civil partnerships, long term partnerships, single parent families and fostered and adopted families.
- Respect our culturally and socially diverse communities and challenge any prejudice and discrimination when it occurs.
- Understand the democratic process that protects individual liberty.

2.5 Snowdon Village Academy deliver Personal, Social, Health Education using CACHE/NCFE and AQA Unit Award Scheme. This is supplemented with additional resources where appropriate with the PSHE Association framework.

2.6 Jigsaw is used for our primary setting (The Nest)

2.6.1 Jigsaw covers all areas of PSHE for the primary phase, as the table below shows: (individual academies to order)

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations and resilience building
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at and managing change

3 Relationship and Sex Education (Relationships, Health and Sex Education)

3.1 Definition:

3.1.1 From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the '*changing adolescent body*', included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019).

3.1.2 Effective Relationships, Health and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain

relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being. This is why the DfE recommend:

“... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

3.2 Compulsory aspects of Relationships, Sex and Health Education.

3.2.1 End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). These are available in appendix A.

3.2.2 The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

3.2.3 RHSE plays a very important part in fulfilling the statutory duties all schools have to meet. RHSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).

- RHSE is an important part of Personal, Social, Health Education (PSHE) (DfE, 2014).
- When any school provides RSHE they must have regard to the Secretary of States guidance; this is a statutory duty. Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2019, Education Inspection Framework Para 28).

3.2.4 Updated government safeguarding guidance is now available ([Keeping Children Safe in Education, 2019](#)) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holidays, especially during the transition from primary to secondary schools, is thought to be a key risk time for FGM. See also the government [Multi-agency practice guidelines: Female Genital Mutilation \(2016\)](#) which includes a section for schools.

3.2.5 RHSE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development, including:

- Anti-Bullying Policy
- Behaviour/Communication Policy
- Confidentiality Policy
- Drug and Alcohol Education Policy
- Equal Opportunities Policy
- Health and Safety Policy

- ICT Policy and Safe Internet Use Policy
- Inclusion Policy
- RE Policy
- Safeguarding/Child Protection Policy
- Special Educational Needs Policy

3.3 The role of the Principal, Academy Council and CLF Board

3.3.1 It is the responsibility of the CLF board to ensure that as well as fulfilling their legal obligations, the boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes in regard to RHSE;
- RHSE is well led, effectively managed and well planned;
- the quality of RHSE provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents and carers on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations
- Monitor the RHSE policy on an annual basis

3.3.2 The Principal liaises with external agencies regarding the school RHSE programme and ensures that all adults who work with children on these issues are aware of the school policy, and that they work within this framework. The Principal monitors this policy on a regular basis and reports to the Academy Council, when requested, on the effectiveness of the policy. Parents have been consulted on the RHSE policy and had the opportunity to express their views.

3.4 Equalities

3.4.1 The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RHSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

3.4.2 Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

3.4.3 “Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils.” (DfE, 2019)

3.5 Jigsaw RSE Content

3.5.1 The grid below shows specific Relationship and Sex Education content for each year group:

Age

4-5	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.
5-6	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.
6-7	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.
7-8	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.
8-9	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.
9-10	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.

10-11 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.

3.6 Withdrawal from Relationship and Sex Education lessons

3.6.1 Parents/carers have the right to withdraw their children from Sex Education provided at school **except for those parts included in statutory National Curriculum Science and that included within Statutory Relationships and Health Education**. Those parents/carers wishing to exercise this right are invited in to see the head teacher in school who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the **specific sex education lessons (this does not include the science lessons)** until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home. **Parents and carers cannot withdraw from any aspect of Relationships Education and Health Education lessons covering the changing adolescent body (puberty).**

3.7 Working with parents and carers

3.7.1 The government guidance on Relationships, Sex Education and Health Education (DfE, 2019) emphasises the importance of schools working in partnership with parents and carers. Parents/carers should be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects, such as Science, Geography, History, RE, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Parents should be given every opportunity to understand the purpose and content of Relationships Education and RSHE. Good communication and opportunities for parents to understand and ask questions about the school's approach can help increase confidence in the curriculum.

4 Health Education including substance education, mental health education and safety education

4.1 Effective Health Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their own and others' health and well-being.

4.2 Moral and Values Framework

4.2.1 The Health Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

4.3 Jigsaw's Health Education Content

4.3.1 The grid below shows specific Health Education content for each year group:

Age

4-5	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
5-6	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
6-7	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
7-8	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving Success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others

8-9	<p>healthy and safe choices; body changes at puberty.</p> <p>What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.</p>
9-10	<p>Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.</p>
10-11	<p>Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.</p>

4.3.2 For those Academies not using Jigsaw, the content needs to be in-line with legislation and take into account guidance, including the PSHE Association framework.

4.3.3 An example may look like the following overview:

KS3 1 hour a week					
Year 7					
T1: Health and wellbeing	T2: Living in the wider world	T3: SRE	T4: Health and wellbeing	T5: SRE	T6: Living in the wider world
Year 8					
T1: Health and wellbeing	T2: Living in the wider world	T3: SRE	T4: Health and wellbeing	T5: SRE	T6: Living in the wider world
KS4 Delivered as Drop Down Days					
Year 9					
T1: Health and wellbeing	T2: Living in the wider world	T3: SRE	T4: Health and wellbeing	T5: SRE	T6: Living in the wider world
Year 10					
T1: Health and wellbeing	T2: Living in the wider world	T3: SRE	T4: Health and wellbeing	T5: SRE	T6: Living in the wider world
Year 11					

Three Subject Areas:

- Health and wellbeing
- Living in the wider world
- Relationships and sex Education

4.4 Differentiation/SEND

4.4.1 As will all subjects, teachers will need to tailor each lesson to meet the needs of the children in their class.

4.4.2 They will consider:

- How the needs of particular pupils will be met, for example boys, girls, pupils with special educational needs and disabilities
- How provision is inclusive of all pupils and consistent with the Equality Act

4.5 Safeguarding

The school has a separate Safeguarding and Child Protection Policy. RHSE plays an important part in helping children to understand the difference between safe and unsafe relationships and equips them with the skills to get help if they need it. Effective RSE may bring about disclosures of child protection issues and staff are fully aware of the procedures for reporting their concerns.

4.5.1 Teachers need to be aware that sometimes disclosures may be made during RHSE lessons; in which case, safeguarding procedures must be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's disclosure and/or confidentiality policy is followed.

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4.6 Monitoring and evaluation

4.6.1 The RHSE leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.

4.6.2 Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

4.7 External contributors

4.7.1 External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to the

RHSE and PSHE curriculum. Their input is carefully planned and monitored so as to fit into and complement the learning.

4.7.2 Teachers/leaders are always be present during these sessions and remain responsible for the delivery of the RHSE programme.

Appendix 1 – Legislation and Guidance

Legislation:

- Education (Independent School Standards) Regulations 2014;
- Where relevant for a particular school: *Statutory framework for the Early Years Foundation Stage* (DfE, March 2017)
- Education and Skills Act 2008
- Education Act 2002
- Children Act 1989 (where relevant for a school within the Federation)
- Childcare Act 2006 (where relevant for a school within the Federation)
- Equality Act 2010
- Children and Families Act 2014
- Children and Social Work Act 2017
- Data Protection Act 2018 and General Data Protection Regulation (GDPR)
- Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Smoke-free (Premises and Enforcement) Regulations 2006

Guidance

- [DfE Relationships education, relationships and sex education and health education](#) (DfE, June 2019)
- [Keeping children safe in education](#) (DfE, September 2019) (**KCSIE**) (*please note that this is due to be updated before September*)
- [Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children](#) (DfE, July 2018)
- [Sexting in schools and colleges: responding to incidents and safeguarding young people](#) (UK Council for Child Internet Safety, August 2016)
- [Multi-agency statutory guidance on female genital mutilation](#) (HM Government, April 2016);
- [Sexual violence and sexual harassment between children in schools and colleges](#) (DfE, May 2018);
- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)
- [Relationships education, relationships and sex education and health education FAQs](#) (DfE, May 2018), the Government response to draft

Relationships education and relationships and sex education (RSE) and health education guidance

- [Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies](#) (DfE, July 2017)
- [DfE guidance on Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities](#) (DfE, 2014)
- [Relationships, sex and health education: guide for schools](#) (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education
- [Creating an LGBT-inclusive primary curriculum](#) (Stonewall, 2019)[*This curriculum resource refers to the Public Sector Equality Duty for schools*]
- [Testing for substance misuse in schools](#) (Medical Officers of Schools Association, October 2015);
- [DfE and ACPO drug advice for schools](#) (Department for Education and Association of Chief Police Officers, September 2012)
- [Searching, screening and confiscation: advice for schools](#) (DfE, January 2018)
- [Drug penalties guidance](#) (Gov.uk)