



The
Rise
Partnership
Trust

Love • Learn • Laugh

Relationship, Health and Sex Education

September 2021

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Introduction

Rise Partnership Trust Relationship, Health and Sex Education policy is based on current DfE guidance and new government expectations of 2020.

In this document, relationship and sex -education is defined as “learning about physical, moral and emotional” development. It understands the importance of stable and loving relationships, marriage for family life, respect, love and care.

Relationships Health and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science and PE whilst others are taught as part of personal, social, health and economic education (PSHE) with regard to matters of morality and individual responsibility, in a way that allows pupils to ask and explore moral questions. “We do not use sex education as a means of promoting any form of sexual orientation” Research shows that RHSE supports wellbeing of, and safeguards pupils and young people and is more effective when home and school are involved.

Statement of Intent

We must provide Relationship and Health education to all pupils at Primary and Secondary level and sex education to pupils in the secondary phase RHSE is an integral part of pupil’s emergence into adulthood and pupils with special educational needs and disabilities must have the same opportunity to benefit from an RHSE curriculum.

Teaching and resources will be differentiated as appropriate to meet the needs of individual pupils in order to support them in making choices and keep safe whilst building positive relationships in school, home and the community.

RHSE at Rise Partnership Trust schools

Our RHSE provision is respectful of religious and cultural background and personalised as appropriate to meet individual needs based on

- Age
- Physical, mental and emotional development.
- Special educational needs and disabilities

Relationship, Health and Sex Education is a sensitive theme and is delivered according to the pupils’ needs. RHSE is not an isolated subject and is delivered developmentally throughout life and as an integral part of our school curriculum especially PSHE, Science and Life skills, and, as such is addressed throughout every phase of school beginning with the Reception classes.

RHSE is interwoven into planning and individual pupil’s PIP (personal intervention plan).

We strive to prepare our pupils to cope with the physical, emotional changes and challenges of growing up and becoming an adult.

RHSE empowers pupils through use of vocabulary and awareness of their own rights whilst learning to respect the rights and feelings of others.

RHSE enables pupils to understand the processes of growth and change, and it provides the context for the development of a positive self-image.

Rise Partnership Trust Schools respect and celebrate diversity within the framework of British values, democratic rights and the rule of law.

Principles and Values

In addition, **Rise Partnership Trust** schools believe that RHSE should

- Recognise that parents/carers are key in teaching their children about RHSE and growing up and that some themes in RHSE can be sensitive. We work in close partnership, listen and consult about the content of class, group and individual RHSE programmes.
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.
- Be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life; and be relevant to pupils at each stage of their development and maturity.
- Be an entitlement for all young people
- Be taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Have a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation, communication skills, and accessing services
- Encourage every pupil to contribute to our community aims
- Be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.
- Recognise that 'family' is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structures, and acceptance of different approaches
- Promote the individual's ability to safeguard themselves and report safeguarding concerns

Aims of RHSE Education

The aim of RHSE is to support the emotional, personal and social development of all pupils, and provide pupils with age appropriate information, as an entitlement, in order that they enjoy positive relationships based on mutual respect and free from any sort of abuse.

We aim to:

- Teach pupils strategies to keep themselves safe and say 'No'
- Provide effective ways for pupils to communicate feelings and when they feel unsafe
- Enable pupils to understand concepts of public, private and choices (including personal space and body boundaries)
- Teach pupils to respect and care for their bodies
- Encourage acceptance of sexuality by providing appropriate vocabulary for all parts of the body and encourage positive attitudes to bodily functions

- Support pupils understanding of on/offline safety, consent, violence and exploitation
- Enable pupils to understand that they are growing older and that their bodies and emotions are changing as they develop and grow
- Provide constant reassurance that change is part of the life-cycle and to support pupils in adjusting to these changes
- Teach pupils to develop responsibility for their own personal hygiene
- Develop an understanding of the importance of a healthier safer lifestyle
- Support pupils to look out for their friends and peers
- Know how they may feel if they or their friends are being bullied
- Develop skills (communication skills, language, decision making, choice, assertiveness) and make the most of their abilities.
- Develop skills in order to make positive decisions about their health-related behaviour
- Ensure pupils are aware of keeping safe online (see E-Safety guidelines as set out in the E-Safety Policy)

Equal Opportunities

All pupils access RHSE teaching appropriate to their age and developmental level and needs.

At a Primary level the teaching of RHSE is taught mainly within the Personal, Social, Health and Economic (PSHE) curriculum and is interwoven into our themed planning and individual PIP. At a secondary level teaching of RHSE may also be timetabled discretely.

Teachers will answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision will be made to meet the individual child's needs. This may involve referring the pupil back to their parent/carer, school health advisor/school nuRHSE, Designated Safeguarding Lead or seeking advice from the PSHE lead.

Questions relating to specific sex education issues will be discussed with families.

Differentiated Teaching will:

- Equip our pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives.
- Support pupils in making effective transitions, engage in positive learning, make career choices, and achieve economic wellbeing.
- Provide opportunities for pupils to reflect on and clarify their own values and attitudes, and explore those of others around them.
- Support pupils in developing their confidence, resilience and self-esteem.
- Support pupils to identify risks and make informed choices and decisions.
- Support pupils to manage emotions and to communicate constructively.
- Develop an understanding of themselves, explore empathy and be able to work with others.
- Support pupils to form and maintain good relationships, develop essential skills for future employability and better enjoy and manage their lives.
- Promote equality in relationships, and challenge gender inequality.
- Support pupils to identify that we all have different experiences and needs.

New legislation

The Children and Social Work Act of 2017 means that parents are no longer able to withdraw their child from relationships education at primary or secondary level.

Parents' will be able to withdraw their child from classes which address sex education that does not sit within the Relationships Education curriculum.

Parents will be able to withdraw their child at secondary school level from sex education (other than the sex education as part of science).

A child will have a right to opt into sex education from their 15th birthday (*specifically three academic terms before they turn 16*)

Statutory guidance

Statutory guidance on what should be taught in RHSE has a strong emphasis placed on communication and teaching concepts of public, private and choices to promote acceptable and appropriate behaviour and consent at all ages.

RHSE Themes will as appropriate focus on:

- Body parts using accurate vocabulary
- 'Private' and 'Public', and appropriate behaviour for safeguarding
- Friendships,
- Respect in relationships, embedding tolerance and raising awareness of discrimination
- Consent
- Puberty
- Awareness of different types of family
- Mental health including Thrive
- Wellbeing and physical health
- Safe/Unsafe relationships (SoSafe programme)
- Marriage, sexual health, contraception,
- Gender and sexual identity
- Safe online relationships
- Mental health (including Thrive)
- Physical health.

Our 'SoSafe' Program supports learners in understanding of appropriate interactions and relationships. Pupils learn that their body belongs to them and that they can say who has access to it.

We teach relationship and sex education through other subject areas e.g. science & PE where a pupil learns about his or her own body, and how it changes, develops and the physical changes.

In Year 5 and Year 6 we include teaching about parts of the body and what will happen to their bodies during puberty, for example, voices changing or menstruation.

Pupils need to learn the correct biological/medical names for the genitalia and reproductive organs. Having the right language to describe the private parts of their body – and knowing how to seek help are vital for safeguarding. Being open and honest about the words for genitalia support all pupils, including girls at risk of female genital mutilation (FGM)

In addition to Primary focus

Secondary RHSE teaching builds on the understanding and skills developed and pupils are taught about aspects of the law and sexual consent.

RHSE promotes equality in relationships and emphasises the importance of seeking and gaining mutual consent through positive and active communication, and go beyond teaching how to say 'no'.

Pupils develop the skills for negotiating consent and managing feelings associated with their experiences, and how to seek help and support if they need it.

Pupils learn to identify behaviour in a relationship which is positive and supportive and that which is exploitative and controlling. Pupils are supported in identifying a pernicious relationship and the impact on their safety and emotional wellbeing.

Pupils gain an understanding of their rights to confidentiality and how this is linked to school-based and community health services and organisations.

We liaise with Brent's RHSE consultant in delivering lessons and provide suitable and differentiated teaching materials.

Pupils may be taught in single sex groups. All questions posed by pupils are handled with sensitivity and care. We always teach RHSE with due regard for the emotional development of the pupil and also the developmental age of the pupil.

The role of parents

We wish to build a positive and supportive relationship with the parents/carers of pupils at our schools by developing mutual understanding, trust and cooperation.

In promoting this objective we:

- Inform parents/carers about RHSE policy and practice
- Answer any questions that parents/carers may have about the RHSE education of their child and give families opportunities to discuss their views and beliefs.
- Take seriously any issue that parents/carers raise with teachers or trustees/governors about this policy or the arrangements for RHSE education.
- Inform parents/carers about the best practice known with regard to RHSE to ensure teaching in school supports pupils, parents and carers.

We believe that, through this mutual exchange of knowledge and information, pupils benefit from consistent messages about their changing body, safety and rights and increasing responsibilities.

Knowledge and Skills

RHSE provides knowledge, and acquisition of skills and attitudes which support pupils in managing their lives in a responsible and healthy way.

Skills and abilities

Pupils are helped to develop the following skills:

- Communication
- Assertiveness
- decision-making

Knowledge:

Pupils are helped to develop knowledge of:

- How to form positive relationships
- How to identify and deal with 'negative' relationships
- Body awareness
- Private /public
- Social skills

Cross-curricular delivery of RHSE

EYFS include: Making relationships, Self-confidence and Self- awareness; Managing feelings and behavior.

KS1 include: Caring friendships, Families and People who care for me, Being safe, physical health and fitness, Healthy eating, Mental wellbeing.

KS2 include: Mental well-being, Health and prevention, Being safe, Internet safety and harms, Respectful relationships, Caring friendships, Changing adolescent body, Physical health and fitness, Families and people who care for me, Basic First Aid, Online relationships, Drugs, alcohol and tobacco.

Themes for discrete RHSE sessions for Yr.5 and Yr.6 pupils include:

- Understanding how our bodies are changing
- What is private and what is public?
- Puberty and menstruation
- Personal space
- Saying 'No'
- Personal hygiene
- Changing emotions and feelings
- Stranger Danger
- Transition

KS3 + include: Respectful relationships including friendships, Healthy Eating, Health and prevention, Being safe, Basic First Aid, Changing adolescent body, Intimate and sexual relationships including sexual health, Mental well-being, Physical health and fitness, Families, , Internet safety and harms, Online and media, Drugs alcohol and tobacco:

- Physical and emotional changes at puberty,
- Safety and risks in relationships,
- Development of life skills and respectful attitudes to relationships,
- Consent, rights, responsibilities to others.
- Gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Safety on and offline

Monitoring and Evaluation of Relationship and Sex Education

The PSHE Lead will oversee, organise and evaluate RHSE, in the context of the overall planning for and monitoring the quality of teaching and learning.

Ofsted is required to evaluate and report on spiritual, moral, social and cultural development of students. This includes evaluating and commenting on the school's relationship and sex education policy, and on staff development, training and delivery.

Ofsted guidance recommends that it is important for pupils to learn the language associated with body parts so that pupils are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

The following learning outcomes are taken from Ofsted and guide the teaching of RHSE.

All pupils will have had the opportunity to:

- recognise and compare the main external parts of the bodies of humans*
- recognise similarities and differences between themselves and others and
- treat others with sensitivity*
- identify and share their feelings with others
- recognise safe and unsafe situations*
- learn strategies to keep themselves safe and say 'No'*
- identify and be able to talk with someone they trust*
- be aware that their feelings and actions have an impact on others
- make a friend, talk with them and share feelings
- use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk*
- express opinions, for example, about relationships and bullying
- learn about the main stages of the human life cycle*
- begin to know some of the physical changes that take place during puberty, why they happen and how to manage them i.e. personal hygiene routines*
- understand why families are special
- know about the relationships in which they are all involved
- know about keeping themselves safe when involved with risky activities*
- be self-confident in a wide range of new situations, such as seeking new friends
- understand that their actions have consequences and be able to anticipate the results of them
- be aware of different forms of bullying people and the feelings of both bullies and victims (including cyber-bullying and keeping safe online)*
- recognise their own worth and identify positive things about themselves

- recognise and challenge stereotypes, for example in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it*
- learn and understand why being different can provoke bullying and know why this is unacceptable
- learn about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together
- listen to, and support others
- respect other people's viewpoints and beliefs
- balance the stresses of life in order to promote both their own mental health and well-being and that of others

(*relates directly to RHSE)

Links with other policies:

- PSHE policy
- Equal Opportunities
- Safeguarding
- E-Safety
- Behaviour
- Physical Handling