

Spa Academy



RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE)

VERSION	AUTHOR	SUMMARY OF CHANGES	DATE PUBLISHED	DATE OF REVIEW
1.0	JD	New Policy		

Contents

1. FORMULATION OF THE POLICY	Error! Bookmark not defined.
2. INTENT	Error! Bookmark not defined.
3. OBJECTIVES	Error! Bookmark not defined.
4. IMPLEMENTATION.....	4
5. CURRICULUM CONTENT	5
6. THE ROLE OF PARENTS/CARERS	5
7. THE ROLE OF OTHER MEMBERS OF THE COMMUNITY	5
8. THE ROLE OF THE PSHE LEADER	5
9. THE ROLE OF SENIOR LEADERS.....	6
10. CONFIDENTIALITY.....	6
11. MONITORING AND REVIEW.....	6
12. LINKS TO OTHER POLICIES	6

1. FORMULATION OF THE POLICY

1.1 This policy has been formulated by all staff at Spa Academy Askern in consultation with our school PSHE leader, school nurse, parents and Governors. As part of Leger Education Trust, from 2020 we must provide relationship and health education (RSHE) to all pupils, as per section 34 of the Children and Social Work Act 2017. As we already deliver a comprehensive PSHE program, we have reviewed and adjusted it to meet the Department of Education (DfE) expectations and are due to deliver it from June 2020.

1.2 Relationship and Health Education will be taught as part of the PSHE curriculum. As a primary school, Spa Academy Askern are not required to provide sex education, apart from the elements included in the primary science curriculum. However, as part of their PSHE education, pupils in Years 5 & 6 will receive stand-alone sex education lessons, delivered by a health professional.

2. INTENT

2.1 At Spa Academy Askern, our aim in teaching RSHE is to ensure that our children will learn to:

- Cope with the physical development of their bodies as they grow into adults;
- Understand about human reproduction;
- Accept their sexuality as a normal part of their personality;
- Understand the importance of family life, but that there are different types of family;
- Respect difference and diversity;
- Develop life skills relevant to relationship behaviours e.g. communication, conflict management, decision -making, assertiveness, responsibility, etc;
- Develop positive relationships, a sense of mutual respect and care for others;
- Deal with fears and anxieties about the process of growing up;
- Understand that they have rights over their own bodies and how to keep themselves safe.
- Safeguard pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school.

3. OBJECTIVES

3.1 The objective of Relationship, Sex and Health Education (RSHE) is to help and support young people through their physical, emotional, spiritual and moral development within the caring ethos of our school. A successful programme, firmly embedded in PSHE and Science Curriculum, will help young people learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood. All staff, parents, children and appropriate outside agencies will work in partnership to ensure that the above objective is achieved. We aim to help our children by ensuring that they have entitlement to Sex and Relationships Education within the curriculum as part of the PSHE and Science Curriculum, supplemented by high quality and appropriate texts.

In particular, we teach Sex and Relationship Education in the belief that:

- Relationship, Sex and Health Education is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have self-esteem and respect for their own bodies;
- Children should learn about their responsibilities to others;
- It is important to build positive relationships with others, involving trust and respect.

4. IMPLEMENTATION

4.1 The aims of RSHE at Spa Academy Askern are fulfilled through aspects of the child's experiences in both the formal and informal curriculum.

4.2 Whilst we carry out the main Relationship, Sex and Health Education teaching in our Personal, Social and Health Education (PSHE) curriculum, through circle times and assemblies, we also teach some Sex and Relationship Education through other subject areas (for example, Science), where we feel that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. Continuity and progression of learning are ensured, as staff follow the PSHE curriculum mapping and related resource materials.

4.3 In PSHE we teach children about relationships, and we encourage children to discuss issues. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we tell the boys that their voices will change during puberty and we explain to the girls about menstruation. In some sessions girls and boys may be taught separately, for example, girls learn about menstruation whilst boys learn about how their body changes during puberty. We encourage the children to ask questions and to ask for help if they need it.

4.4 In Science lessons across both Key Stage 1 & 2, teachers inform children about life processes, following the school's Science scheme of work. So, at our local infant feeder schools, children are taught about how animals, including humans, move, feed, grow and reproduce; the life cycles of different animals; and about the main parts of the body. During KS1, children learn to appreciate the differences between people and how to show respect for each other. At Spa Academy Askern, in Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Years 5 and 6 we place a particular emphasis on health education, as many children experience puberty at this age. Year 5 study the topic, '*Puberty – Changes to our Amazing Body*' and Year 6 study the topic, '*Conception and Birth*'. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children. Special consideration will be given to the needs of children who develop early, in the form of individual discussion, with the support of parents, the class teacher and the school nurse.

5. CURRICULUM CONTENT

5.1 In our school we choose to deliver Personal, Social, Health Education using Jigsaw, the mindful approach to PSHE. At Spa Academy Askern, the PSHE Curriculum has six core themes, split across the year:

Autumn 1	Being Me in My World
Autumn 2	Celebrating Differences
Spring 1	Dreams and Goals
Spring 2	Health and Prevention
Summer 1	Relationships
Summer 2	Changing Me

Further information on the Jigsaw approach can be found here:

<https://www.jigsawpshe.com/primary-pshe-scheme-of-work-including-statutory-relationships-and-health-education/>

6. THE ROLE OF PARENTS/CARERS

6.1 At Spa Academy Askern, we are aware that the primary role in children's Relationship, Sex and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting the objective, we:

- Inform parents/carers about the school's Relationships, Sex and Health Education policy, the content of the school's RSHE programme and give parents/carers opportunity to view the resources used in class;
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Relationships, Sex and Health Education in the school;
- Encourage parents/carers to be involved in reviewing the school policy and making modifications to it as necessary.

6.2 We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

6.3 Compulsory aspects of RSHE

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- '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) RSHE plays a very important part in fulfilling the statutory duties all schools have to meet.

RSHE 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. As a school we have the responsibility for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2019).

7. THE ROLE OF OTHER MEMBERS OF THE COMMUNITY

7.1 We encourage other valued members of the community to work with us, to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse or other professionals.

8. THE ROLE OF THE PSHE SUBJECT LEADER

8.1 The PSHE leader oversees the RSHE policy and programme of work. The role involves:

- Supporting all class teachers by ensuring in-service training and support is provided as appropriate;
- Liaising with support agencies and community links, in particular our school nurse;
- Ensuring planning shows continuity, progression, coverage and balance;
- Monitoring the delivery of the RSHE programme in classes.

9. THE ROLE OF THE SENIOR LEADERS

9.1 It is the responsibility of the Senior Leaders at Spa Academy Askern to ensure that both staff and parents are informed about our Sex and Relationship Education policy, and that the policy is implemented effectively.

9.2 It is also the Senior Leaders' responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

9.3 The Senior Leaders liaise with external agencies regarding the school Sex and Relationship Education programme, and ensure that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

9.4 The Senior Leaders monitor this policy on an annual basis and report to governors on the effectiveness of the policy.

10. CONFIDENTIALITY

10.1 Teachers conduct Relationship, Sex and Health Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse.

10.2 Disclosures made to a member of staff will be shared with the Head teacher who is the named member of staff in charge of Child Protection. The Head teacher will take forward concerns as appropriate, following the procedures set out in our Safeguarding (Child Protection) Policy.

11. MONITORING AND REVIEW

11.1 The Link Governor for Teaching and Learning oversees all matters pertaining to curriculum and monitors our Relationship, Sex and Health Education Policy on an annual basis. The Link Governor reports their findings and recommendations to the full governing

body, as necessary, if the policy needs modification. The Link Governor gives serious consideration to any comments from parents about the Relationship, Sex and Health Education programme, and makes a record of all such comments.

12. LINKS TO OTHER POLICIES

12.1 The school's RSHE Policy is linked to other appropriate school policies, including Safeguarding (Child Protection) and Confidentiality.