



SUNNYSIDE PRIMARY ACADEMY

Sunnyside Primary Academy Relationships, Sex and Health Education Policy

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Introduction

This is the policy of Sunnyside Primary Academy on the approach taken to Relationships, Sex and Health Education (RSHE), approved by Trust Governance on January 1st 2-23 following a consultation with parents and carers January 2023

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the new curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010*.
- *The Education Act 1996*.
- *Statutory guidance, Keeping Children Safe in Education 2020*.

The following policies are also relevant to this Relationships and Health Education policy:

- Please see link to associated policies
- [Sunnyside Primary Academy - Academy Policies](#)

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Trustees/governors

Greenwood Academies Trust will hold the Principal to account for the implementation of this policy.

Principal

The Principal is responsible for ensuring that RSE is taught consistently across the academy, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

The subject leader is Mrs McMillan. She is responsible for:

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.

- Overseeing external visitors and resources used in RSHE.

All staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- To respond to the needs of individual children.

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

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

The Principal will also invite visitors from outside the academy, such as academy nurses or sexual health professionals, to provide support and training to staff teaching RSE

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

Explain how your school RSHE curriculum is organised, to cover the following points:

- RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- 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
- Lessons are delivered weekly or fortnightly.
- Length of RSHE lessons. The guidance provides that lessons should be of sufficient length to allow children to explore topics and reflect on their learning, with the suggestion that:
 - for KS1 – lessons should be 40 - 45 minutes long;
 - for KS2 – lessons should be 50 - 60 minutes long.

- Guidance provides that confident and skilled staff are most effective, particularly for sensitive and controversial topics and a school may want to use specialist staff for some topics.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

We apply the following approaches to teaching and learning and the use of resources:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.
- Providing adapted learning.
- Resources are aligned with the teaching requirements set out in the statutory RSE guidance
- Resources would support pupils in applying their knowledge in different contexts and settings
- Resources are age-appropriate, given the age, developmental stage and background of our pupils
- Resources 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

Curriculum content

Long term planning

The school has chosen to use the [Kapow Primary RSE scheme of work](#), which provides full curriculum coverage, including all the statutory content, for each year group.

Follow this link to view the [Kapow Primary RSE curriculum overview](#).

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection.

Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

- We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
- The academy 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 RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage

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
- Where appropriate share all external materials with parents and carers

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

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

Following a consultation with the whole school community, the following content is deemed to be sex education:

The suggested Kapow Primary lessons that are deemed to be sex education are:

- [Year 6: Safety and the changing body, Lesson 5: Conception](#)
- [Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth](#)

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Principal. We recommend any parent considering this to contact the school to arrange a meeting to discuss the concerns. This will be recorded. In the case of withdrawal, alternative academy work will be given to pupils who are withdrawn from sex education.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson. The following support will be highlighted to children as appropriate:

We remind the children regularly of the pastoral support available to them. In school, children can speak with

- Class teacher.
- Support staff
- SLT
- Specific staff members such as pastoral members of staff

External:

- Local agencies.
- National agencies such as Childline.

Monitoring and evaluating

The Principal and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

Monitoring and evaluating will take place. For example:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The Principal and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every year.