



L.E.A.D. Academy Trust
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Windmill L.E.A.D. Academy
A L.E.A.D. Academy

Relationships, Health and Sex Education (R.S.H.E) Policy

Policy Statement

Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Health, Sex and Relationship Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance 2019 and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE will be taught in an age-appropriate manner throughout each Academy within the Trust.

Legal Framework

Updated guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Academies' Funding Agreements require academies to have regard to [DfE's statutory guidance on sex and relationship education](#)

Duty to promote well-being (Children Act 2004)
<http://www.legislation.gov.uk/ukpga/2004/31/contents>

Please note: This policy should be read in conjunction with our policies on Safeguarding & Child Protection, Special Educational Needs & Disabilities (SEND) and Equality.

Definition

Sex and Relationship Education is committed to supporting all children to grow up happy, healthy and safe, and to provide them with the knowledge they need to manage the opportunities and challenges of modern Britain. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. This is aimed at building the foundation of skills and knowledge that will be developed further at a secondary level. Our key aim in providing RSHE is to safeguard our pupils. Pupil will learn key knowledge and skills to help keep them safe and prepare them for adult life.

Sex Education for primary age pupils is not compulsory. However, at L.E.A.D. Academy Trust, all academies should ensure that any sex education programme designed and implemented, is age appropriate and is tailored to the physical and emotional maturity of the pupils, and should be aligned with the model policies issued by the relevant local authority. The policy will equally be outlined and shared with the relevant stakeholders and parents.

The statutory subject of Health Education includes coverage of: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and, changing adolescent body (ie. puberty education)

Key Objectives

The key objectives of the RSHE programme should be to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Develop pupils' skills around assessing risk and keeping safe
- Enable pupils to recognise and manage their emotions effectively
- Support Pupils to effectively manage their health and wellbeing
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Explore a range of attitudes, values and faith perspectives around aspects of relationships and sex
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils, in order to support learning outcomes appropriate to their age, ability and level of maturity. Pupils will be helped to appreciate difference and to respect themselves and others.

The Curriculum:

RSHE will be taught in each year group throughout the Academy. The curriculum we deliver is age-appropriate and progressive, building the children’s knowledge, understanding and skills year on year. RSHE will be delivered, and parents/carers will be informed of what will be covered annually.

The curriculum will ensure coverage of the following core elements:

1. Knowledge and Understanding

2. Personal and Social Skills

3. Attitudes and Values

Aspects of Coverage/ Concepts

The following aspects and concepts will be covered within the RSHE guidance published in June 2019.

Concepts within the Curriculum	
Mental wellbeing	Physical health & fitness
Sexual education	Being safe
Changing adolescent body	Health & prevention
Basic first aid	Internet safety & harms
Drugs alcohol & tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. Windmill L.E.A.D. Academy follow the Nottingham City framework for RSHE:

Theme	Pupils should know:	Co de	Rec	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
RELATIONSHIPS EDUCATION									
Families and people who care for me	That families are important for children growing up because they can give love, security and stability	RE1	♥	♥	♥				♥
	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives	RE2		♥			♥	♥	♥
	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	RE3	♥	♥	♥	♥	♥		
	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	RE4		♥					♥
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	RE5				♥			♥
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	RE6			♥			♥	♥
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	RE7	♥	♥					♥
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	RE8	♥	♥	♥	♥	♥	♥	
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	RE9				♥			♥
	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	RE10				♥		♥	♥

	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	RE1 1					♥		♥
Respectful relationships	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	RE1 2		♥	♥	♥	♥		♥
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	RE1 3	♥	♥			♥	♥	♥
	The conventions of courtesy and manners	RE1 4		♥					
	The importance of self-respect and how this links to their own happiness	RE1 5				♥		♥	
	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	RE1 6						♥	♥
	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	RE1 7	♥	♥	♥	♥		♥	♥
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	RE1 8			♥	♥			♥
	The importance of permission seeking and giving in relationships with friends, peers and adults	RE1 9		♥	♥				♥
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	RE2 0						♥	
	That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous	RE2 1				♥		♥	♥

	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	RE2 2	♥	♥	♥	♥	♥	♥	♥
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	RE2 3						♥	♥
	How information and data is shared and used online	RE2 4					♥		♥
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	RE2 5	♥				♥	♥	♥
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	RE2 6		♥	♥	♥	♥		♥
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact	RE2 7	♥	♥	♥	♥		♥	♥
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	RE2 8		♥					♥
	How to recognise and report feelings of being unsafe or feeling bad about any adult	RE2 9	♥		♥			♥	♥
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	RE3 0	♥			♥		♥	♥
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	RE3 1		♥	♥			♥	♥
	Where to get advice eg. Family, school and/or other sources	RE3 2		♥	♥			♥	♥
	HEALTH EDUCATION								
Mental wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health	HE 1				♥			
	That there is a normal range of emotions (eg. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all	HE 2		♥	♥	♥	♥		♥

	humans experience in relation to different experiences and situations								
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings	HE 3	♥	♥	♥		♥	♥	
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	HE 4			♥	♥	♥		♥
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	HE 5		♥	♥				♥
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	HE 6		♥	♥		♥	♥	♥
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	HE 7				♥			♥
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	HE 8				♥			
	Where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	HE 9	♥	♥				♥	♥
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	HE 10				♥			♥
Internet safety and harms	That for most people the internet is an integral part of life and has many benefits	HE 11	♥	♥				♥	
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive	HE 12				♥			♥

	and negative content online on their own and others' mental and physical wellbeing								
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private	HE 13	♥	♥	♥	♥	♥	♥	♥
	Why social media, some computer games and online gaming, for example, are age restricted	HE 14			♥			♥	
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	HE 15				♥	♥	♥	
	How to be a discerning consumer of information online including understanding that information, including that from search engines is ranked, selected and targeted	HE 16				♥	♥	♥	♥
	Where and how to report concerns and get support with issues online	HE 17				♥	♥		♥
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle	HE 18	♥	♥			♥	♥	♥
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise	HE 19		♥	♥	♥	♥	♥	♥
	The risks associated with an inactive lifestyle (including obesity)	HE 20			♥			♥	
	How and when to seek support including which adults to speak to in school if they are worried about their health	HE 21					♥		♥
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content)	HE 22	♥	♥	♥	♥	♥	♥	♥
	The principles of planning and preparing a range of healthy meals	HE 23		♥	♥				♥
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg. The impact of alcohol on diet or health)	HE 24				♥		♥	

Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	HE 25	♥	♥	♥	♥	♥	♥	♥
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	HE 26							♥
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	HE 27				♥			♥
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	HE 28						♥	
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	HE 29		♥		♥	♥		
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	HE 30	♥	♥	♥			♥	♥
	The facts and science relating to allergies, immunisation and vaccination	HE 31							♥
	Basic first aid	How to make a clear and efficient call to emergency services if necessary	HE 32		♥	♥		♥	♥
Concepts of basic first aid, for example dealing with common injuries, including head injuries		HE 33	♥	♥					♥
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes	HE 34			♥		♥	♥	
	About menstrual wellbeing including the key facts about the menstrual cycle	HE 35					♥	♥	♥

Sex Education

In addition to Relationships and Health Education, sex education is taught in year 6. Parents are able to withdraw their child from this learning if they choose to (see 'Parents' section below).

Implementation:

We deliver our RSHE curriculum through a range of approaches within the school day.

These include:

- Assemblies
- A weekly PSHE lesson
- Science Lessons
- Workshops

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

Teaching and Learning

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

Equality Statement

At Windmill L.E.A.D. academy we are committed to applying the equality duty. It is the responsibility of all staff, leaders and governors to have due regard to the need to eliminate unlawful discrimination, to advance equality of opportunity, and to foster good relations between people.

RSHE will be accessible to all. Through the delivery of RSHE, teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. We aim to deliver RSHE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at the Academy fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of the Academy population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources used will demonstrate awareness of both the Academy community and wider society where possible.

SEND

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

Vulnerable Pupils

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will use a range of teaching strategies and ensure that pupils are aware of the expectations before beginning each session.

As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way.

When pupils can write independently, pupils may be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant Academy procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules and expectations.
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual basis which may involve informing parents.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the leader as part of the evaluation and monitoring process.

External speakers

External speakers may be used to enhance the delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

- be suitably qualified to deliver RSHE sessions
- be aware of the school policy on RSHE and work within this
- be supervised by a member of staff at all times when on school premises
- be familiar with the Safeguarding Policy and alert the teacher to any safeguarding concerns
- understand their contribution they make to the broader RSHE programme
- be suitably vetted prior to being booked

Staff Training

All staff delivering RSHE will take part in training and be familiar with this policy. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in the Academy, team-teaching, observations, or attendance at an internal or external training event.

Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment and

peer assessment. Governors will monitor the achievement of pupils in RSHE. Pupil's progress in RSHE will be included in the end of year report.

The Role of Parents

RSHE is a partnership between the Academy and parents/carers. We recognise that in RSHE, parents and carers play a core role and we therefore welcome their engagement with our programme. It is important that RSHE delivered within the Academy is explored in more detail within the context of individual families. We wish to build a positive and supporting relationship with the parents of children at our Academy through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents routinely about the Academy's RSHE policy and practice (prospectus/letters/emails/ website)
- The curriculum content and organisation is shared and explained (knowledge organisers / explanation of what is covered and when)
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the Academy
- Conduct consultation on an annual basis about any needs in relation to our RSHE programme and policy

Any parents wanting more information about our RSHE curriculum can contact Miss Aggus via the school office.

Right to withdraw from Sex Education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the science curriculum). There is no right to withdraw from Relationships Education or Health Education. Any parent wishing to exercise this right should initially contact the Head teacher to discuss the matter.

If a pupil is withdrawn from an aspect of Sex Education, alternative arrangements will be put in place. This provision and the nature of this learning will be negotiated on an individual basis, dependent on the needs of the pupil.

Resources

As with any other subjects, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate resources. Teachers select resources that support the learning outcomes for the year group they are teaching. Year 6 parents are invited annually to review these resources and familiarise themselves with anything which is used.

We hold a parents meeting each year for parents of children in year 6, where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. If you would like to discuss any of the resources in more detail please contact Miss Aggus.

Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the TAC office toilets
- Pupils can access sanitary products from the TAC office
- For those experiencing period poverty free sanitary protection can be accessed from Miss Aggus and Miss Jago in the TAC office

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 5, with more detailed input in year 6. If your child has difficulties managing their periods at the Academy please contact Miss Aggus for support.

The Role of the Head Teacher

It is the responsibility of the Head teacher to ensure:

- That parents and staff are informed about the academy's RSHE policy.
- The policy is implemented effectively.
- That members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

- This policy is monitored on a regular basis and reports are made to governors on the effectiveness of the policy.

Links to other Policies

It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:

- *Anti-bullying*
- *Healthy eating*
- *Religious Education*
- *Science*
- *Safeguarding*
- *Equality*
- *Health and Safety*
- *SMSC*
- *British Values*
- *Curriculum*
- *Complaints*

Concerns/ Complaints

Any concerns regarding this policy should be addressed informally in the first instance by approaching your child's class teacher. If concerns remain, then they should be addressed via the complaints procedure which is available on the academy website.