



CARLINGHOW ACADEMY

RELATIONSHIPS, SEX EDUCATION AND HEALTH POLICY

Approved by:	Marie Fishwick (Principal)		
Responsible department:	SLT		
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School Aims and Implementation

It is the primary aim of our school that every member of the school community feels valued, respected and that each person is treated fairly. We are a caring community, whose values are built on mutual respect for all in line with our equality policy.

Carlinghow Academy aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Valuing each other and ourselves.
- Working in partnership with parents and the community.

Relationships, Sex and Health Education (RSHE) Policy

Rationale

This policy covers Carlinghow Academy's approach to teaching and learning of RSHE following the 2020 statutory guidance. At Carlinghow Academy RSHE will be taught as part of Jigsaw lessons for years 1-6. RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting teaching and learning to suit all children and all abilities. We ensure RSHE fosters gender equality and LGBT+ equality by ensuring the quality of an inclusive and diverse curriculum.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, our school will cover how to treat each other with kindness, consideration and respect.

Relationships

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

Health

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

Roles and Responsibilities

The PSHE coordinator is responsible for RSHE. It is their role to ensure parents and staff are informed about the RSHE policy, that the policy is implemented effectively and that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. The RSHE programme will be led by PSHE coordinators in school and it will be taught through Jigsaw (PSHE) by class teachers following curriculum overviews. Staff will receive RSHE training on the new guidance and how to deliver it effectively in the classroom.

Legislation (statutory regulations and guidance)

We are required to teach relationships and health education as part of the National Curriculum.

Documents that inform the school's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010),
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping children safe in education – Statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- Relationship Education, Relationships and Sex Education (RSE) and Health Education (2020)

Curriculum

Refer to Jigsaw curriculum at Carlinghow Academy.

SEND

Relationships Education and RSHE can be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in planning and teaching these subjects. Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Safe and Effective Practice

We will ensure a safe learning environment by teachers and pupils agreeing ground rules for class discussions. Pupils will be able to raise questions anonymously by the use of worry

boxes/Worzel (worry monster) around school and are aware of adults that they can approach for any sensitive issues that they may need support with. All staff teaching RSHE will be supported by the PSHE lead and Senior Management in school where necessary.

Safeguarding

When teaching any sensitive topic, such as RSHE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

If relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

The Role of Parents

We believe that successful teaching around RSHE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSHE as we recognise it can be a sensitive subject for some families for a number of reasons. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

As part of our whole school approach to RSHE, planned open afternoons allow parents to be fully aware of what is being taught and view the materials and resources that will be used.

Parents do not have the right to withdraw their children from Relationship Education at any age. Sex Education is not compulsory in primary schools but primary schools are allowed to teach it if they want and many do. However, a parent has the automatic right to withdraw their child from sex education if taught at primary school and content is not part of statutory National Curriculum Science. If parents do decide to withdraw their child, they should inform the principal who will find other provision for the child to engage in during the lesson. We will notify parents when sex education will be taught, by letter, and further details of the lessons will be provided to parents upon request.

External contributors

For example: 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 RSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the RSHE and PSHE programme.

Monitoring, Reporting and Evaluation

The PSHE co-ordinator and Principal will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision. 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

RSHE policy review date

This policy will be reviewed in September 2024. It will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

Glossary of Terms

LGBT+ – Lesbian, Gay, Bisexual, Transgender

PSHE - Personal Social Health and Education

RSHE – Relationship, Sex and Health Education

SEND – Special Education Needs and Disabilities