



RSHE POLICY

SHINE Multi Academy Trust

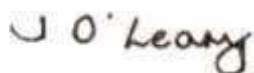
Management log

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Signed



Signed



Chair of the board

CEO

Related Policies

- Behaviour
- Anti-Bullying
- Child Protection and Safeguarding
- Exclusions
- Special Educational Needs and Disabilities
- Complaints
- External Contributors

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

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1. Equal opportunities statement

1.1 SHINE Multi Academy Trust (SHINE)¹ is committed to promoting equal opportunities and everyone will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Introduction

2.1 This policy outlines the commitment of the schools of SHINE to provide effective relationships, sex and health education (RSHE) for all pupils, in support of that offered by parents/carers, who are the first educators of their children in this area. It has been written in accordance with the Department for Education (DfE) Relationships Education, Relationships and Sex Education and Health Education guidance 2019³ and Keeping Children Safe in Education 2020².

2.2 From the 1 September 2020, relationships and health education is compulsory for children receiving primary education. To meet the needs of our pupils, our schools will also deliver Sex Education in Year 6 ([see Section 10](#)).

2.3 RSHE teaching in our schools contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is planned and delivered in an age-appropriate way throughout our schools.

3. Formulation, dissemination, monitoring and review of policy

3.1 In developing our RSHE policy and curriculum we have given due regard to:

- the government's statutory guidance:
 - 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
 - Section 80A of the Education Act 2002 o Section 403 of the Education Act 1996
 - in consultation with the school communities via staff meetings, parent/carers surveys and year group/phase workshops
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3.2 This policy is available via the SHINE website and school's websites. A paper copy can also be requested, free of charge, via our school's office staff.

3.3 The RSHE policy will be reviewed annually by SHINE Multi-Academy Trust and the RSHE curriculum by the schools' RSHE Co-ordinator(s). This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; and parent feedback, for example, through an annual survey.

4. What is RSHE?

4.1 In its broadest sense, RSHE is lifelong learning about physical, moral, social and emotional development. 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. Our educational aim is to build the foundations of knowledge and skill that will be developed further at secondary school level.

4.2 Our schools deliver age appropriate RSHE in order to help keep their pupils safe and to prepare them for adult life.

5. Why RSHE is important

5.1 Each academy within SHINE is a 'Take Care School' with an underpinning ethos based on promoting inclusion, celebrating diversity and nurturing a respectful attitude - where everyone's beliefs and opinions are recognised and valued.

5.2 Our schools aims are to:

- provide an inclusive, welcoming and safe learning environment in which every child is valued, cared for and supported
- offer a broad and balanced curriculum that provides children with the best possible learning opportunities and experiences, enabling them to enjoy their education and develop positive attitudes to learning
- ensure that all children can realise their potential through high quality learning and teaching experiences that promote and value all achievement and raise self-esteem
- inform and encourage all children to adopt a healthy lifestyle by promoting healthy eating, regular exercise and physical and mental well-being

- promote equality, respect and understanding and to provide opportunities for children to learn about and celebrate cultural diversity
- develop an appreciation of the world we live in and an awareness of the environment to encourage children to be responsible citizens of the future

5.3 We acknowledge that not all parents/carers will feel confident or comfortable talking to their children about RSHE, therefore, our schools' work in this area helps ensure all pupils have the information they need to keep themselves safe and to make positive, healthy choices.

6. Key objectives

6.1 The key objectives of our schools' RSHE programme:

- develop knowledge and understanding of positive and healthy relationships
- 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
- develop pupils' skills around assessing risk and keeping safe
- enable children to gain the skills and understanding to support the development of healthy bodies and minds
- enable pupils to recognise and manage their emotions
- provide pupils with the knowledge and skills to access appropriate support

6.2 We reiterate that our RSHE programme is based on the needs of pupils in the school - with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE lessons and assemblies.

7. Equality, inclusion and support

7.1 Our schools are required to comply with the requirements of the Equality Act 2010³. They do so by valuing diversity, encouraging respect for all and promoting tolerance for, and celebration of, difference. They do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, they may take positive action through their planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

7.2 RSHE will be accessible to all, regardless of gender. 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.

7.3 There are many different faith and cultural perspectives on aspects of RSHE. Our schools will 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 their community and teaches tolerance. Parents/carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, our schools will ensure that parents/carers are made aware of what will be taught and when. They will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. They do so as they want every child and family to feel included, respected and valued.

7.4 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 differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. 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.

7.5 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. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This will reflect our school communities and wider society.

8. The curriculum

8.1 RSHE will be taught in each year group throughout the school. The curriculum delivered is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. Our schools work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. To access the learning outcomes for each year group, please contact the school office and ask to speak with the school RSHE co-ordinator(s).

8.2 Some elements of RSHE are delivered through National Curriculum Science⁴. These are:

Year Two

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

Year Five

Pupils should be taught to:

- describe the changes as humans develop to old age.

8.3 Below is a list of topics covered by our RSHE programme:

- families and people who care for me
 - caring friendships
 - respectful relationships
 - online relationships
 - being safe
 - mental wellbeing
 - internet safety and harms
 - physical health and fitness
 - healthy eating
 - drugs, alcohol and tobacco
 - health and prevention
 - basic first aid
 - changing adolescent body
-

8.4 Our schools deliver their RSHE curriculum in numerous ways, including PSHEE sessions, assemblies, golden time and enrichment events.

8.5 Information related to each school's curriculum delivery model and learning outcomes for each year group can be accessed using the relevant link below:

[Relationships, Sex and Health Education | Langold Dyscarr Community School](#)

9. Resources

9.1 As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold parent/carers meetings each year where you can familiarise yourself with the resources to be used.

9.2 If you would like to discuss any of the resources in more detail, please contact the relevant school office and ask to speak with the school's RSHE co-ordinator(s).

10. Sex education

10.1 In addition to relationships and health education, our schools also cover sex education in Year Six. The content of sex education includes learning about reproduction, pregnancy and birth, as well as consent.

10.2 Parents/carers are able to withdraw their child from this learning if they choose to. Please see 'parents/carers' ([Section 17](#)) below for further information.

11. Teaching and learning

11.1 All teachers have responsibility for planning and delivering RSHE and on occasions Higher Level teaching Assistants. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow this policy. The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE, will work to the agreed values within this policy.

11.2 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 will be used, including:

- establishing ground rules with pupils
- using 'distancing' techniques (e.g. case studies)

- the provision of a 'question box' during each planned session
- dealing with children's questions in an appropriate manner
- using discussion and appropriate materials
- encouraging reflection

11.3 RSHE will be delivered all year round – parents/carers will be informed of what will be covered and when, via long term overviews on individual school websites.

12. External speakers

12.1 Occasionally, our schools will use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and external contributors' policy.

13. Safe learning in RSHE

13.1 It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with their class - outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

13.2 The group agreement will outline rules regarding questions. 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. The group agreement will remind pupils that personal questions are not appropriate.

13.3 When pupils can write independently, they will 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/carers. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

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

- if a question is personal, the teacher will remind pupils of the rules set in the group agreement
- 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

13.5 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 RSHE coordinator(s) as part of the evaluation and monitoring process.

14. Staff training

14.1 All staff delivering RSHE will take part in an initial training session. If a staff member has additional learning and development needs, these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an external training event.

15. Assessment and review

15.1 Teachers will use a range of assessment strategies to track pupils' progress towards a year group's learning outcomes.

15.2 This may include marked workbooks, self-assessment and peer assessment.

15.3 Information related to each school's assessment model can be accessed using the relevant link below:

[Assessment Model | Langold Dyscarr Community School](#)

16. Parents/carers

16.1 We believe that effective RSHE delivery requires partnership between school and parents/carers. We recognise that parents/carers are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents/carers will be routinely informed about RSHE through the school website and letters/texts/emails to explain when RSHE will take place in different year groups and what will be covered.

16.2 We will consult with parents/carers on an annual basis about any needs they may have in relation to our RSHE programme.

16.3 Any parents/carers wanting more information about any of our school's RSHE curriculum can contact the relevant member of staff named below:

- **Ironville and Codnor Park Primary School:** Mrs Alison Smedley
- **Langold Dyscarr Community School:** Mrs Gemma Barlow
- **Ranskill Primary School:** Miss Lottie Caborn
- **Scotholme Primary and Nursery School:** Mr Carl Hollis and Mrs Paula Atkins
- **Whitemoor Academy (Primary and Nursery):** Miss Gemma Hardy and Miss Hannah Proud
- **John Hunt Academy**

17. Right to withdraw from sex education

17.1 Whilst we always try to work with parents/carers to explore their views, we also accept that parents/carers 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).

17.2 There is no right to withdraw from relationships education or health education.

17.3 You can view which parts of our schools RSHE programme covers sex education using the relevant link below:

[Relationships, Sex and Health Education | Langold Dyscarr Community School](#)

17.4 Parents/carers can exercise their right to withdraw their child from sex education in Year Six by sending a letter or email to the headteacher. This will be followed up with a phone call or meeting in response to this letter or email.

17.5 Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

18. Confidentiality, safeguarding and child protection

18.1 Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, 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.

18.2 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 (DSL) 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.

19. Menstrual wellbeing

19.1 Some pupils will begin menstruation in primary school. To support pupils who are menstruating our school will provide:

- access to sanitary disposal units
- access to sanitary products
- information about where to access free sanitary protection from

19.2 When a pupil starts menstruating in school, we will support them on-site and inform parents/carers. Our RSHE programme covers basic information about menstruation in Year Four, with more detailed input in Years Five and Six.

19.3 If your child has difficulties managing their periods at school, please contact the relevant member of staff named below:

- **Ironville and Codnor Park Primary School:** Mrs Lindsey Hosie
- **Langold Dyscarr Community School:** Mrs Kate Curry
- **Ranskill Primary School:** Mrs Joanne Throssell
- **Scotholme Primary and Nursery School:** Mrs Razia Aktar
- **Whitemoor Academy (Primary and Nursery):**
- **John Hunt Academy**

20. Complaints

20.1 If you have a complaint about any aspect of our RSHE provision, please refer to our complaints

policy⁵ and address your concern to:

Clerk to the Board

SHINE Multi Academy Trust Registered

Address:

Whitemoor Academy (Primary and Nursery)

Bracknell Crescent

Whitemoor

Nottingham NG8 5FF or

[governance@shine-](mailto:governance@shine-mat.com)

[mat.com](mailto:governance@shine-mat.com)

If you need help in understanding it in your own language, please contact the SHINE Team on 0115 9786351.

Jeśli potrzebujesz tej informacji w alternatywnej wersji, takich jak duży druk, Braille'a, taśmy lub pomoc w zrozumieniu go w swoim języku, skontaktuj się z zespołem polysk na 0115 9786351.

Jei jums reikia šią informaciją alternatyvi versija pvz stambiu šriftu, Brailio raštu, juostos ar padėti suprasti savo gimtąja kalba, prašome susisiekti su valymo komanda 0115 9786351.

यदि आप एक वैकल्पिक संस्करण में इस जानकारी की आवश्यकता है जैसे बड़े दरंट, ब्रेल, टेप या इसे अपनी खुि की भाषा में समझने में मिि, कृ पया 0115 9786351 पर शाइन टीम से संपकक करें.

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اگر آپ اس معلومات م ی ای ک متبادل ورژن ج یسے بڑے حروف م ی چھپا ئ ، ب ریل، ٹیپ یا اس کو اپ ن زبان م ی سمجھ ن

م ی مدد کی ضرورت ہو ئ ے، 9786351 لائن پر شائن ٹیم سے رابطہ ک ریں -