

# Langley Mill Academy

## Relationships and Sex Education (RSHE) Policy 2025-2027

### Incorporates RSE, Health Education and PSHE

|                               |                      |
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| <b>Name of RSHE lead:</b>     | <b>Allan Bland</b>   |
| <b>Name of RSHE Governor:</b> | <b>Claire Sharpe</b> |
| <b>Date of policy:</b>        | <b>Feb 2025</b>      |

#### 1. Introduction

This policy outlines our academy's 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 (RSE) and Health Education guidance 2021 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 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. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSHE teaching in this academy contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the academy.

#### Responsibilities

- Governors
  - Review and ratify policy and programme development
  - Monitor and review implementation of RSHE policy in the academy
- Senior Leaders
  - Oversee policy and programme development
  - Implementation, monitoring and review of RSHE in the academy
  - Ensure all staff have access to appropriate professional development
- Staff member responsible for RSHE
  - Policy and programme development
  - Implementation, monitoring and review to ensure consistency
  - Keep up-to-date with new resources and available support
  - Ensure that the needs of all members of the school community are met
  - Support staff professional development
  - Provide information to the academy leadership team and governors

#### 2. Formulation, dissemination, monitoring and review of policy

The RSE policy has been developed following consultation with the whole academy community. Consultation took place in the following ways:

- discussion at staff meeting
- pupil council discussion
- parent workshop

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the academy website and free of charge to interested parties via reception.

### **3. What is RSHE?**

RSHE is lifelong learning about physical, moral 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. As a primary academy we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the academy is to safeguard our pupils. During their time with us children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

### **4. Why RSHE is important in our school**

As a school we put the needs of the children in our care first. We know it's important for them to be literate and numerate in order to be well prepared for the next stage in their learning journey, but we also know that children need to develop their social and emotional skills. Our RSHE curriculum is carefully planned to ensure that all children are informed about healthy relationships at an appropriate level for their age and development. This is not taught in isolation and links to other areas of the curriculum and enrichment in order to give it meaning and aid understanding.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

### **5. Key Objectives**

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- 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

The 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 sessions. Pupils will be helped to appreciate difference and to respect themselves and others.

### **6. Equality, Inclusion and Support**

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic or individual need.

At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their 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.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we 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 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 school 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 our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

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.

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 reflects both our school community and wider society.

## **7. The Curriculum**

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. Some elements of RSHE are delivered through national curriculum Science, whilst others are delivered through PSHE lessons, assemblies and focussed sessions. (APPENDIX 1)

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
- Economic wellbeing
- Changing adolescent body
- Transition to secondary school

The RHSE curriculum will be evaluated and reviewed by pupils and teachers on a regular basis. Parents will have an opportunity to feedback either through individual contact or through planned consultation meetings.

Enrichment of the curriculum includes the I-Vengers Programme, Mental Health Champions & after school clubs, such as 'Mindfulness'.

## **8. Resources**

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 a parent meeting each year where parents can familiarise themselves with the resources to be used. Resources can be shared with parents on request. We will inform parents of what will be taught in each term through our usual communication channels. We encourage parents to speak to staff if they have any questions or concerns.

## **9. Sex Education**

In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from elements of this learning if they choose to, see 'Parents' section 15 below.

## **9. Teaching and Learning**

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the academy 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.

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; and role play
- Encouraging reflection.

RSHE may be delivered all year round – parents/carers will be informed of what will be covered when at the beginning of the year.

## **10. External speakers**

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

## **11. 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 create an age-appropriate group agreement with each class outlining expectations around rights, responsibilities and respect. Teachers will ensure that all pupils understand and agree to follow this agreement.

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 may not be appropriate in a class environment.

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. All staff will be mindful of their safeguarding role and will follow the relevant school 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 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.

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 lead as part of the evaluation and monitoring process.

## **12. Staff training**

All staff delivering RSHE will take part in an initial basic 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 internal or external training event.

## **13. Assessment and Review**

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. The named governor will monitor and evaluate the delivery and impact of the RSHE curriculum.

## **14. Parents**

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents 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 will be routinely informed about RSHE to explain when key learning will take place in different year groups and what will be covered.

## **15. 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).

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:

- [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:

- parents/carers will be informed about sex education by the class teacher.
- parents/carers should contact the school (for example, by letter or phone).
- parents/carers should contact the headteacher.

- parents/carers will be invited in for a meeting. Meetings give an opportunity for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons.
- the decision on the withdrawal request will be recorded and an alternative arrangement will be made for the child during the sex education lesson that the child will not attend.

### **16. 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 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.

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.

### **18. Menstrual wellbeing**

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available
- Pupils can access sanitary products on request
- For those experiencing period poverty, free sanitary protection can also be accessed on request

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6.

### **20. More information**

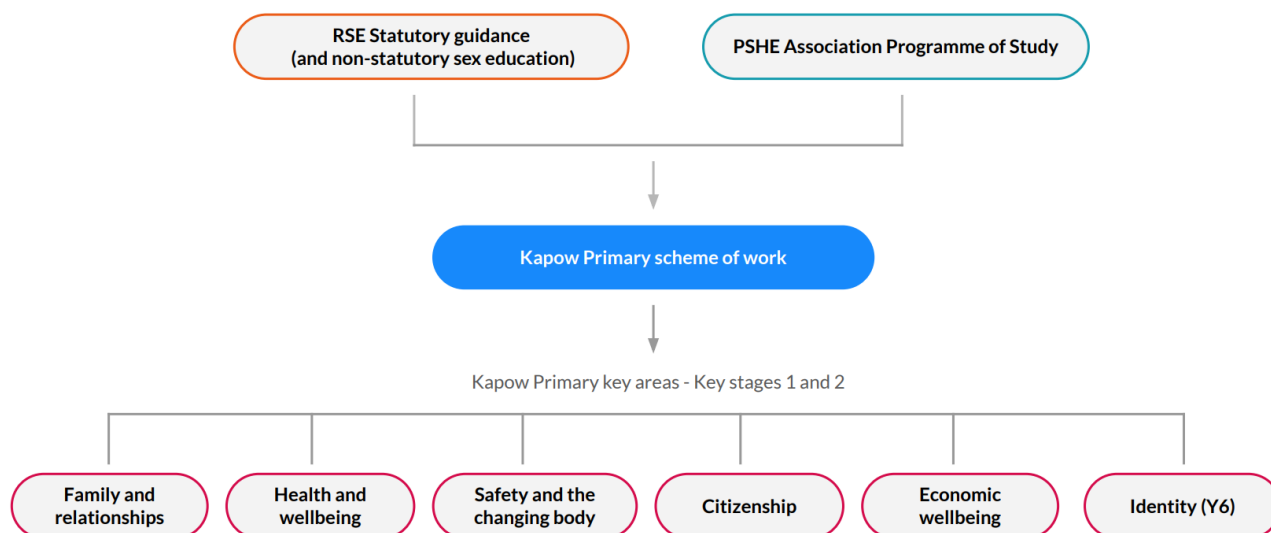
If you would like to discuss our provision of RSHE further, please contact your child's class teacher or the RSHE lead named at the beginning of this policy.

If you have a complaint about any aspect of our RSHE provision, please make an appointment to talk to us in the first instance or follow the procedures set out in our Complaints Policy.

This policy will be reviewed every three years) from the date of approval of the RSHE policy by the governors.

## APPENDIX 1

### How is the RSE & PSHE scheme of work organised?



|        | Autumn 1                                                                        | Autumn 2                                                                         | Spring 1                                                                             | Spring 2                                                                    | Summer 1                                                          | Summer 2                                                                                                                 |
|--------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Year 3 | <a href="#">Introductory lesson</a><br><a href="#">Family and relationships</a> | <a href="#">Family and relationships</a><br><a href="#">Health and wellbeing</a> | <a href="#">Health and wellbeing</a><br><a href="#">Safety and the changing body</a> | <a href="#">Safety and the changing body</a><br><a href="#">Citizenship</a> | <a href="#">Citizenship</a>                                       | <a href="#">Economic wellbeing</a><br><a href="#">Transition lesson</a>                                                  |
| Year 4 | <a href="#">Introductory lesson</a><br><a href="#">Family and relationships</a> | <a href="#">Family and relationships</a><br><a href="#">Health and wellbeing</a> | <a href="#">Health and wellbeing</a><br><a href="#">Safety and the changing body</a> | <a href="#">Safety and the changing body</a><br><a href="#">Citizenship</a> | <a href="#">Citizenship</a>                                       | <a href="#">Citizenship</a><br><a href="#">Economic wellbeing</a><br><a href="#">Transition lesson</a>                   |
| Year 5 | <a href="#">Introductory lesson</a><br><a href="#">Family and relationships</a> | <a href="#">Family and relationships</a><br><a href="#">Health and wellbeing</a> | <a href="#">Health and wellbeing</a><br><a href="#">Safety and the changing body</a> | <a href="#">Safety and the changing body</a><br><a href="#">Citizenship</a> | <a href="#">Citizenship</a><br><a href="#">Economic wellbeing</a> | <a href="#">Economic wellbeing</a><br><a href="#">Transition lesson: Roles and responsibilities</a>                      |
| Year 6 | <a href="#">Introductory lesson</a><br><a href="#">Family and relationships</a> | <a href="#">Health and wellbeing</a>                                             | <a href="#">Health and wellbeing</a><br><a href="#">Safety and the changing body</a> | <a href="#">Safety and the changing body</a><br><a href="#">Citizenship</a> | <a href="#">Citizenship</a><br><a href="#">Economic wellbeing</a> | <a href="#">Economic wellbeing</a><br><a href="#">Identity</a><br><a href="#">Transition lesson: Dealing with change</a> |

## Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

### Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

### Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

### Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

### Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

### Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

### Identity

Considering what makes us who we are whilst learning about body image.

