



King's Meadow Academy

Relationships Education, Relationships and Sex Education and Health Education (RSHE) Policy

September 23 – September 24

Introduction

This is the policy of King's Meadow Academy on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the governors following a consultation with parents and carers.

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:

- Science
- Anti-bullying
- Safeguarding
- Behaviour – Relational
- SEN

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 to:

- 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*.

School vision and values

At King's Meadow Academy, we want to create a school community of happy children who are confident, independent and thoughtful. Our rules and values will support this through activities within the RSHE curriculum. Our school rules are to be ready, respectful and safe. Our school values are; kind, motivate, aspire and achieve. The RSHE curriculum, our enrichment activities and assemblies all help to promote these rules and values.

Roles and responsibilities

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

The Role of the Headteacher

- 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.

The Role of the Subject leader

- 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.

The role of all staff

- 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.
- To respond to the needs of individual children

Curriculum organisation

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.

We believe that the best practice approach is for RSHE to be covered as part of a wider programme of PSHE education including additional topics such as citizenship and economic wellbeing which also contribute to personal development. Weekly assemblies will be held covering topics including; school rules & values, citizenship, Anti-Bullying week, physical health, economic wellbeing and online safety.

Lessons will be delivered across KS1 and KS2 weekly

- for KS1 – lessons should be 40 - 45 minutes long;
- for KS2 – lessons should be 50 - 60 minutes long.

At King's Meadow Academy, we believe all children deserve a well-rounded, culturally rich education, and offer enrichment opportunities alongside our Kapow curriculum. These enrichment opportunities happen within the school day and after school.

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:

- 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.

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 may decide to 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.

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.

The 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:

- In advance the teacher will advise parents as to when the sex education sessions are going to be delivered in school.
- Parents/carers should contact the head teacher by email prior to the day of the lesson.
- Parents/carers will be invited in for a meeting. The meeting will give an opportunity for the school and the parent/carers to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE / PSHE curriculum independently
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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. RSE lessons will not take place on a Friday afternoon.

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 need to talk posters around school will be highlighted to children as appropriate.

Monitoring and evaluating

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

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

Professional development

The headteacher 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.

Long Term Plan 2024 - 25 Plan A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Kapow	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Enrichment curriculum	Ian's Mobile Farm visit					
KS1 Kapow	Y1/2: Family and relationships (Cycle A)	Y1/2: Health and wellbeing (Cycle A)	Y1/2: Safety and the changing body (Cycle A)	Y1/2: Citizenship (Cycle A)	Y1/2: Economic wellbeing (Cycle A)	Y1/2: Transition (Cycle A)
Enrichment curriculum	Ian's Mobile Farm visit					
LKS2 Kapow	Y3/4: Families and relationships (Cycle A)	Y3/4: Health and Wellbeing (Cycle A)	Y3/4: Safety and the changing body (Cycle A)	Y3/4: Citizenship (Cycle A)	Y3/4: Economic wellbeing (Cycle A)	Y3/4: Transition (Cycle A)
UKS2 Kapow	Y5/6: Families and relationships (Cycle A)	Y5/6: Health and wellbeing (Cycle A)	Y5/6: Safety and the changing body (Cycle A)	Y5/6: Citizenship (Cycle A)	Y5/6: Economic wellbeing (Cycle A)	Year 6 ONLY: Identity (Cycle A) Y5/6: Transition (Cycle A)
Enrichment curriculum						
Assemblies						

The long-term plan is updated regularly with enrichment activities and assemblies.

Appendix B

Long Term Plan 2023-24 Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Enrichment curriculum	Ian's Mobile Farm visit Macmillan Coffee Morning	Whole school family quiz night Whole school pantomime trip	Rock Kidz concert			
KS1	Y1/2: Family and relationships (Cycle B)	Y1/2: Health and wellbeing (Cycle B)	Y1/2: Safety and the changing body (Cycle B)	Y1/2: Citizenship (Cycle B)	Y1/2: Economic wellbeing (Cycle B)	Y1/2: Transition (Cycle B)
Enrichment curriculum	Ian's Mobile Farm visit PCSO whole school assembly Macmillan Coffee Morning	Whole school family quiz night Whole school pantomime trip KS1 Enrichment trip – cinema trip	Rock Kidz concert			
LKS2	Y3/4: Families and relationships (Cycle B)	Y3/4: Health and Wellbeing (Cycle B)	Y3/4: Safety and the changing body (Cycle B)	Y3/4: Citizenship (Cycle B)	Y3/4: Economic wellbeing (Cycle B)	Y3/4: Transition (Cycle B)
UKS2	Y5/6: Families and relationships (Cycle B)	Y5/6: Health and wellbeing (Cycle B)	Y5/6: Safety and the changing body (Cycle B)	Y5/6: Citizenship (Cycle B)	Y5/6: Economic wellbeing (Cycle B)	Year 6 ONLY: Identity (Cycle B)
Enrichment curriculum	PCSO whole school assembly Year 5 trip to Ledston Estate – UKS2 VR Experience Day	Whole school family quiz night British Values & Protected Characteristics workshop Whole school pantomime trip	Rock Kidz concert			

		KS2 Enrichment trip – Manchester iFly				
Assemblies	World Mental Health Day Citizenship with a focus on money Harvest Physical Health School Council termly focus	People who help us assembly Anti-Bullying week assembly Physical health assembly School council outcomes Christmas around the world				

The long-term plan is updated regularly with enrichment activities and assemblies.

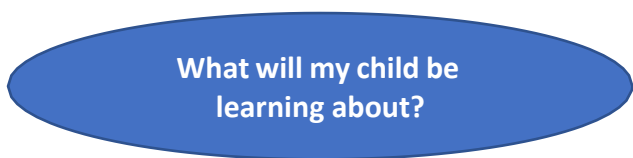
Primary Parents & Carers' guide for Relationships, Sex and Health Education (RSHE)

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education, but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education, but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.



**What will my child be
learning about?**

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups.

This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas within each theme:



Families and relationships

- How to form and maintain friendships.
- Importance of family
- Different types of families
- Dealing with problems in friendships.
- Online relationships, including staying safe.
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed



The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do not have the right to withdraw your child from any statutory context on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made-up characters' experiences rather than their own. They also know children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We will be very happy to share more information with you on how they approach these topics.

