



# **King's Meadow Academy**

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

September 2024



## 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 follow the SCARF programme, 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. As well as SCARF learning, Votes for Schools assemblies are held in classes each week to discuss current topics and events and promote British Values.

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 SCARF 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 SCARF lessons that are deemed to be sex education are:

- *Year 6 – Making babies*
- *Year 6 – What is HIV?*

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/carer 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

## 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.



## Curriculum Long Term Plan

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception (EYFS)</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings</li> <li>My feelings (2)</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>I'm special, you're special</li> <li>Same and different</li> <li>Same and different families</li> <li>Same and different homes</li> <li>I am caring</li> <li>I am a friend</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>What's safe to go onto my body</li> <li>Keeping Myself Safe - What's safe to go into my body (including medicines)</li> <li>Safe indoors and outdoors</li> <li>Listening to my feelings</li> <li>Keeping safe online</li> <li>People who help to keep me safe</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>Looking after my special people</li> <li>Looking after my friends</li> <li>Being helpful at home and caring for our classroom</li> <li>Caring for our world</li> <li>Looking after money (1): recognising, spending, using</li> <li>Looking after money (2): saving money and keeping it safe</li> </ul>	<b>Being my Best</b> <ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating</li> <li>My healthy mind</li> <li>Move your body</li> <li>A good night's sleep</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages - plants, animals, humans</li> <li>Life Stages: Human life stage - who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body - girls and boys</li> </ul>
<b>Enrichment curriculum</b>	Ian's Mobile Farm visit Macmillan Coffee Morning	Whole school family quiz night Whole school pantomime trip	Rock Kidz concert Parents bingo evening			
<b>Year 1 (KS1)</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>Why we have classroom rules</li> <li>How are you listening?</li> <li>Thinking about feelings</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>Same or different?</li> <li>Unkind, tease or bully?</li> <li>Harold's school rules</li> <li>It's not fair!</li> <li>Who are our</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>Super sleep</li> <li>Who can help? (1)</li> <li>Good or bad touches?</li> <li>Sharing pictures</li> <li>What could Harold do?</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>Harold has a bad day</li> <li>Around and about the school</li> <li>Taking care of something</li> <li>Harold's money</li> </ul>	<b>Being my Best</b> <ul style="list-style-type: none"> <li>I can eat a rainbow</li> <li>Eat well</li> <li>Harold's wash and brush up</li> <li>Catch it! Bin it! Kill it!</li> <li>Harold learns to</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>Healthy me</li> <li>Then and now</li> <li>Taking care of a baby</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> </ul>





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	<ul style="list-style-type: none"> <li>• Our feelings</li> <li>• Feelings and bodies</li> <li>• Good friends</li> </ul>	<ul style="list-style-type: none"> <li>• special people?</li> <li>• Our special people balloons</li> </ul>	<ul style="list-style-type: none"> <li>• Harold loses Geoffrey</li> </ul>	<ul style="list-style-type: none"> <li>• How should we look after our money?</li> <li>• Basic first aid</li> </ul>	<ul style="list-style-type: none"> <li>• ride his bike</li> <li>• Pass on the praise!</li> <li>• Inside my wonderful body!</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping privates private</li> </ul>
<b>Year 2 (KS1)</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• Our ideal classroom (1)</li> <li>• How are you feeling today?</li> <li>• Let's all be happy!</li> <li>• Being a good friend</li> <li>• Types of bullying</li> <li>• Don't do that!</li> <li>• Bullying or teasing?</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>• What makes us who we are?</li> <li>• My special people</li> <li>• How do we make others feel?</li> <li>• When someone is feeling left out</li> <li>• An act of kindness</li> <li>• Solve the problem</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>• Harold's picnic</li> <li>• How safe would you feel?</li> <li>• What should Harold say?</li> <li>• I don't like that!</li> <li>• Fun or not?</li> <li>• Should I tell?</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>• Getting on with others</li> <li>• When I feel like erupting</li> <li>• Feeling safe</li> <li>• Playing games</li> <li>• Harold saves for something special</li> <li>• How can we look after our environment?</li> </ul>	<b>Being my Best</b> <ul style="list-style-type: none"> <li>• You can do it!</li> <li>• My day</li> <li>• Harold's postcard - helping us to keep clean and healthy</li> <li>• Harold's bathroom</li> <li>• What does my body do?</li> <li>• My body needs...</li> <li>• Basic first aid</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>• A helping hand</li> <li>• Sam moves away</li> <li>• Haven't you grown!</li> <li>• My body, your body</li> <li>• Respecting privacy</li> <li>• Some secrets should never be kept</li> </ul>
<b>Enrichment curriculum</b>	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 Parents bingo evening			
<b>Year 3 (LKS2)</b>	<b>Me and My Relationships</b> <ul style="list-style-type: none"> <li>• As a rule</li> <li>• Looking after our special people</li> <li>• How can we solve this problem?</li> <li>• Tangram team challenge</li> <li>• Friends are special</li> <li>• Thunks</li> <li>• Dan's dare</li> </ul>	<b>Valuing Difference</b> <ul style="list-style-type: none"> <li>• Respect and challenge</li> <li>• Family and friends</li> <li>• My community</li> <li>• Our friends and neighbours</li> <li>• Let's celebrate our differences</li> <li>• Zeb</li> </ul>	<b>Keeping Safe</b> <ul style="list-style-type: none"> <li>• Safe or unsafe?</li> <li>• Danger or risk?</li> <li>• The Risk robot</li> <li>• Super Searcher</li> <li>• Help or harm?</li> <li>• Alcohol and cigarettes: the facts</li> </ul>	<b>Rights and Respect</b> <ul style="list-style-type: none"> <li>• Helping each other to stay safe</li> <li>• Recount task</li> <li>• Our helpful volunteers</li> <li>• Can Harold afford it?</li> <li>• Earning money</li> <li>• Harold's environment project</li> </ul>	<b>Being my Best</b> <ul style="list-style-type: none"> <li>• Derek cooks dinner! (healthy eating)</li> <li>• Poorly Harold</li> <li>• Body team work</li> <li>• For or against?</li> <li>• I am fantastic!</li> <li>• Top talents</li> <li>• Getting on with your nerves!</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>• Relationship tree</li> <li>• Body space</li> <li>• None of your business!</li> <li>• Secret or surprise?</li> <li>• My changing body</li> <li>• Basic first aid</li> </ul>



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<p><b>Year 4 (LKS2)</b></p>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Human machines</li> <li>• Ok or not ok? (part 1)</li> <li>• Ok or not ok? (part 2)</li> <li>• An email from Harold!</li> <li>• Different feelings</li> <li>• When feelings change</li> <li>• Under pressure</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Can you sort it?</li> <li>• What would I do?</li> <li>• The people we share our world with</li> <li>• That is such a stereotype!</li> <li>• Friend or acquaintance?</li> <li>• Islands</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Danger, risk or hazard?</li> <li>• How dare you!</li> <li>• Keeping ourselves safe</li> <li>• Raisin challenge (2)</li> <li>• Picture wise</li> <li>• Medicines: check the label</li> </ul>	<p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Who helps us stay healthy and safe?</li> <li>• It's your right</li> <li>• How do we make a difference?</li> <li>• In the news!</li> <li>• Safety in numbers</li> <li>• Harold's expenses</li> <li>• Why pay taxes?</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>• What makes me ME!</li> <li>• Making choices</li> <li>• SCARF hotel</li> <li>• Harold's Seven Rs</li> <li>• My school community (1)</li> <li>• Basic first aid</li> <li>• Volunteering is cool</li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• Moving house</li> <li>• My feelings are all over the place!</li> <li>• All change!</li> <li>• Preparing for changes at puberty</li> <li>• Secret or surprise?</li> <li>• Together</li> </ul>
<p><b>Year 5 (UKS2)</b></p>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Collaboration Challenge!</li> <li>• Give and take</li> <li>• Communication</li> <li>• How good a friend are you?</li> <li>• Relationship cake recipe</li> <li>• Our emotional needs</li> <li>• Being assertive</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Qualities of friendship</li> <li>• Kind conversations</li> <li>• Happy being me</li> <li>• The land of the Red People</li> <li>• Is it true?</li> <li>• Stop, start, stereotypes</li> <li>• It could happen to anyone</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Spot bullying</li> <li>• Play, like, share</li> <li>• Decision dilemmas</li> <li>• Ella's diary dilemma</li> <li>• Vaping: healthy or unhealthy?</li> <li>• Would you risk it?</li> </ul>	<p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• What's the story?</li> <li>• Fact or opinion?</li> <li>• Mo makes a difference</li> <li>• Rights, respect and duties</li> <li>• Spending wisely</li> <li>• Lend us a fiver!</li> <li>• Local councils</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>• It all adds up!</li> <li>• Different skills</li> <li>• My school community (2)</li> <li>• Independence and responsibility</li> <li>• Star qualities?</li> <li>• Basic first aid, including Sepsis Awareness</li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• How are they feeling?</li> <li>• Taking notice of our feelings</li> <li>• Dear Ash</li> <li>• Growing up and changing bodies</li> <li>• Changing bodies and feelings</li> <li>• Help! I'm a teenager - get me out of here!</li> <li>• Dear Hetty</li> </ul>
<p><b>Year 6 (UKS2)</b></p>	<p><b>Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Working together</li> <li>• Let's negotiate</li> <li>• Solve the friendship problem</li> <li>• Behave yourself</li> <li>• Assertiveness skills</li> </ul>	<p><b>Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• OK to be different</li> <li>• We have more in common than not</li> <li>• Respecting differences</li> <li>• Tolerance and respect for others</li> </ul>	<p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• Think before you click!</li> <li>• It's a puzzle</li> <li>• To share or not to share?</li> <li>• Rat Park</li> <li>• What sort of drug</li> </ul>	<p><b>Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Two sides to every story</li> <li>• Fakebook friends</li> <li>• What's it worth?</li> <li>• Jobs and taxes (OPTIONAL)</li> <li>• Happy shoppers -</li> </ul>	<p><b>Being my Best</b></p> <ul style="list-style-type: none"> <li>• This will be your life!</li> <li>• Our recommendations</li> <li>• What's the risk? (1)</li> <li>• What's the risk? (2)</li> <li>• Basic first aid,</li> </ul>	<p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• I look great!</li> <li>• Media manipulation</li> <li>• Pressure online</li> <li>• Helpful or unhelpful?</li> <li>• Managing change</li> </ul>



	<ul style="list-style-type: none"> <li>• Don't force me</li> <li>• Acting appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising friendships!</li> <li>• Boys will be boys? - challenging gender stereotypes</li> </ul>	<p>is...?</p> <ul style="list-style-type: none"> <li>• Drugs: it's the law!</li> <li>• Alcohol: what is normal?</li> </ul>	<p>caring for the environment</p> <ul style="list-style-type: none"> <li>• Democracy in Britain 1 - Elections</li> <li>• Democracy in Britain 2 - How (most) laws are made</li> </ul>	<p>including Sepsis Awareness</p> <ul style="list-style-type: none"> <li>• Five Ways to Wellbeing project</li> </ul>	<ul style="list-style-type: none"> <li>• Is this normal?</li> <li>• Making babies</li> <li>• What is HIV?</li> </ul>
<b>Enrichment curriculum</b>	<p>PCSO whole school assembly Year 5 trip to Ledston Estate – UKS2 VR Experience Day</p>	<p>Whole school family quiz night British Values &amp; Protected Characteristics workshop Whole school pantomime trip KS2 Enrichment trip – Manchester iFly</p>	<p>Rock Kidz concert PCSOs Forensic science Parents bingo evening</p>	<p>Y5 – SIP sip water, avoid pop</p>	<p>Knife crime workshop – Y5/Y6</p>	<p>Blazeppods sessions Y5/6 workshop – county lines KS2 water safety workshop Y6 – bike ability</p>
<b>Assemblies</b>	<p>World Mental Health Day Citizenship with a focus on money Harvest Physical Health School Council termly focus</p>	<p>People who help us assembly Anti-Bullying week assembly Physical health assembly School council outcomes Christmas around the world</p>	<p>KS2 Heritage assembly</p>			