



Diocese of Norwich
St Benet's
Multi Academy Trust

Diss Primary Academy Partnership

**(Diss Infant Academy and Nursery, Diss CE Junior Academy &
Scole CE Primary Academy)**

RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION (RSHE) POLICY ADDENDUM

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Committee**
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Person Responsible: Headteacher

Introduction

This Relationships, Sex and Health Education policy covers Diss Primary Academy Partnership's approach to teaching Relationships, Sex and Health Education education (RSHE).

Please note that when we refer to Relationships, Sex and Health Education this was previously referred to separately as Personal, Social and Health Education (PSHE) and Sex and Relationship Education (SRE).

We believe that Relationships, Sex and Health Education (RSHE) and citizenship should enable children to become healthier, more independent and more responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community. In so doing, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation as School Council members. We teach children both about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of our diverse and multicultural society.

At Diss Primary Academy Partnership our RSHE programme covers personal, social & health education and relationships & sex education. It promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and community. Children learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. It gives children an understanding of the rights and responsibilities that are part of being a good citizen and introduces them to some of the principles of prudent financial planning and understanding. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life-long learning.

This policy was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, school governors and, where relevant, appropriate members of the wider community such as medical professionals and faith leaders. Key needs identified were the importance of preparing our children to navigate a changing world, with tolerance for others who are different and knowing how to keep themselves safe. Pupil consultation is used to inform the creation of the school RSHE curriculum and this policy where appropriate.

RSHE will be approached through evidence-based, best practice principles to ensure the highest impact on improving pupil health, wellbeing, safeguarding and lifelong outcomes. The following principles are based on research evidence, supported by a wide range of leading organisations including NSPCC, Barnardo's, The Children's Society and education unions.

The RSHE programme is led by T Dance (KS1) and J Harrison (KS2) with the support of the RSHE lead governor - John Cruse, and the Senior Leadership Team. It will be reviewed every three years, or sooner if the RSHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through annual RSHE consultation events, referencing in the school prospectus and a link from the school website. If a hard-copy of the document is required the school will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

Values, Aims and Objectives

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the RSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

We have based our school's RSHE policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) and the Equalities Act, 2010. Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education.

The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum including the main external body parts, the human life cycle and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons. Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.... "It is important that the transition phase before moving to secondary school supports pupils' ongoing motional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born"

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements within the RSE Curriculum. This is taught during the summer term.

At Diss Primary Academy Partnership we use resources from the PSHE Association and a specific RSE programme from Educator solutions. Please see appendix A for overview of what is taught.

There are three underlying core themes which we cover over the year

Autumn - Health and Wellbeing

Spring - Relationships

Summer - Living in the Wider World

RSE including Sex Education is taught in a specific week in the summer term

RSE Coverage and content

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

RSE is taught in a way which is complementary to the wider ethos, values and principles of our school. The RSE objectives fit within the RSHE curriculum. RSE in this school is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how and when to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.

- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSE curriculum are a statutory requirement to teach in order for the school to meet Relationships and sex education (RSE) and health education guidance, published: 25 June 2019 (last updated:9 July 2020) and The Equalities Act, 2010. It is important to teach RSE through a spiral curriculum. This means pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world.

Our intended RSE curriculum is outlined in Appendix B but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when there is collaboration between school and home. We therefore wish to build a positive and supporting relationship with parents and carers of children and young people at our school to mutual understanding, trust, and cooperation.

The school will provide support to parents and carers through an annual¹ Workshop which provides a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers review the resources being used as well as consider ways to build on the learning at home, fostering strong channels of communication between parents/carers and their children. The school also operates an open-door policy enabling parents to discuss RSHE and share resources at relevant times throughout the year.

Parental right to have a child excused

¹ Please note this may not be possible due to restrictions

The vast majority of RSHE is compulsory. There is no right to withdraw from Relationships Education or Health Education. Parents and carers are only able to request that their child is excused from sex education, taught outside of the national curriculum for science. If a parent wishes their child to be excused from some or all of the non-statutory sex education, they should discuss this with the Headteacher, making clear which aspects of the programme they do not wish their child to participate in. The head teacher should outline to the parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead). Once a decision has been made, they must inform the school in writing stating their reasons as to why they would like their child withdrawn.

Once those discussions have taken place, The school must keep a record of all the documentation on the pupils file.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Links to other school policies and curriculum

This policy complements the following policies and curriculum:

Anti-bullying
Assessment
Behaviour
British Values
Citizenship
Confidentiality
E-safety
Equality and diversity
Extremism
ICT
Inclusion
SMRC
Online safety
Physical Education
Religious Education
Safeguarding
SMSC
Science
Teaching and learning

RSHE Long Term Overview

<u>Term</u>	<u>Autumn</u>				<u>Spring</u>			<u>Summer</u>			
<u>Core Theme</u>	<u>Health and Wellbeing</u>				<u>Relationships</u>			<u>Living in the Wider World</u>			
<u>Topics</u>	Healthy Lifestyles	Growing and Changing	Keeping Safe	Internet Safety Week	Feelings and Emotions	Healthy Relationships	Valuing Difference	Rights and Responsibilities	Environment	RSE	Money
<u>Year 1</u>	What helps keep bodies healthy, hygiene routines.	Recognising what I'm good at. Change, loss and how it feels.	Household products and asking for help when I'm worried about something.	Internet safety week Using apps and websites - Jessie and Friends	Recognising feelings in self and others, sharing feelings.	Secrets and keeping safe, special people in their lives. Childline introduction	Respecting and similarities and differences in others, sharing views and ideas.	Group/class rules, everybody is unique in some ways and the same in others.	Looking after the local environment.	Parts of the body. NSPCC PANTS	Where money comes from, saving and spending money.
<u>Year 2</u>	Healthy choices, different feelings, managing feelings.	Recognising what I'm good at, setting goals. Growing, changing and being more independent, correct names for body parts.	Keeping safe in different situations, how to ask for help if I am worried about something, privacy in different contexts.	Internet safety week Using apps and websites - Jessie and friends 2	Behaviour, how bodies and feelings can be hurt.	Listening to others and playing cooperatively, appropriate and inappropriate touch, teasing and bullying. What makes a good friend Childline - tower of confidence	Respecting differences and similarities in others, sharing views and ideas.	Group/class rules, respecting own & others needs, groups/communities I belong to, people who work in the community, getting help in an emergency.	Looking after the local environment.	Growing and changing bodies.	Where money comes from, saving and spending money, making choices, keeping track of money spent/saved.

Year 3	What makes a balanced diet, making own food choices, influences and habits.	Recognising what I'm good at, setting goals, Describing and conflicting feelings and how to manage feelings.	School rules on health and safety, basic emergency aid and people who help us stay healthy and safe.	Internet safety week Stay safe online - Lee and Kim	Recognising feelings in others, responding to how others are feeling.	Positive, healthy relationships, maintaining friendships, actions affect ourselves and others, working collaboratively. How to be a good friend. Childline - wall of expression	Recognising and responding to bullying.	Discuss and debate health and wellbeing issues. Being part of the community and who works in the community.	Responsibilities, rights and duties.	Body development and uniqueness. NSPCC PANTS	Enterprise, what it means, developing skills in enterprise.
Term	Autumn				Spring			Summer			
Core Theme	Health and Wellbeing				Relationships			Living in the Wider World			
Year 4	What makes a balanced lifestyle, everyday drugs common to everyday life, hygiene and germs.	Recognising what I am good at, setting goals. Changes at puberty. Changes that happen in life and feelings associated with change.	How to keep safe in the local area and online, people who help me stay healthy and safe.	Internet safety week Distinguish safe and unsafe online - Band Runner	Keeping something confidential or secret, when to break a confidence, recognise and manage dares.	Acceptable and unacceptable physical contact, solving disputes and conflicts amongst peers. How to be a good friend. childline - My Locker - asking for help.	Listen and respond effectively to people, share points of view.	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world.	Sustainability of the environment across the world.	Body changes with puberty. NSPCC PANTS	Role of money, managing money (saving and budgeting) What is meant by interest and loan.
Year 5	What positively and negatively affects health and wellbeing, making informed choices. Balanced diets, different influences on food, skills to make choices.	Recognising what I am good at, setting goals, aspirations. Intensity of feelings, managing complex feelings. Coping with change and transition,	Strategies for managing personal safety in the local environment, online safety including sharing images and mobile phone safety.	Internet safety week Live skills - risks of streaming	Responding to feelings in others.	Actions have consequences, working collaboratively, negotiation and compromise, giving feedback. Knowing when to trust a friend	Listening to others, raising concerns and challenges.	Discuss and debate health and wellbeing issues. Rules and laws, changing rules and laws, anti-social behaviour, respecting and resolving differences.	Different rights, responsibilities and duties	Puberty NSPCC PANTS	Importance of finance in people's lives being a critical consumer, looking after money, interest, loan, debt management of money, tax.

		bereavement and grief.				Childline - mood tracker -interpreting my feelings					
Year 6	Images in the media and reality, how this can affect how people feel, risks and effects of drugs.	Recognising what I am good at, setting goals, aspirations. Changes at puberty (Yr4 recap) Human reproduction, roles and responsibilities of parents.	Independence, increased responsibility, influences on behaviour, resisting pressures, rights to protect own body and speaking out, help and advice.	Internet safety week Play, like, share - exploitation and abuse online	Confidentiality and when to break a confidence, managing dares.	Positive and healthy relationships, maintaining relationships, recognising when a relationship is unhealthy. Acceptable and unacceptable physical touch, personal boundaries. Know how to help a friend. Childline - how and when to talk.	Listening to others, raising concerns. What makes people the same or different, challenging stereotypes, discrimination and bullying.	Discuss and debate health and wellbeing issues. Human rights of the child. Cultural practices and British law. Being part of a community, groups that support communities.	How resources are allocated, effects of this on individuals, communities and the environment. Crucial Crew	Reproduction male and female organs NSPCC PANTS	Enterprise, setting up an enterprise.

APPENDIX B - RSE Overview

	My Feelings:	My Body:	My Relationships:	My Beliefs:	My Rights and Responsibilities:	Asking for Help:
EYFS	How feelings are expressed, words to describe feelings and simple strategies for managing feelings.	Basic personal hygiene	Celebrating similarities and differences	Likes, dislikes and making choices.	The right to keep things some private. Respecting other people's privacy	Special people what makes them special and how special people care for one another.
Year 1	Recognising how others show feelings and how to respond.	Naming the main parts of the body, including external genitalia using scientific terms.	Listening to other people, playing and working cooperatively Resolving simple arguments through negotiation.	Celebrating similarities and differences between people.	The right to be protected from diseases and the responsibility to protect others.	The people who look after us. Who to go to if you are worried and how to attract their attention.

Year 2	Recognising and celebrating their strengths and achievements, and set simple but challenging goals.	Growing and changing throughout life	Understanding that bullying is wrong and unacceptable.	Different families Understanding there has never been and will never be another them.	Judging what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	The difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.
Year 3	Identify personal strengths and set aspirational goals, understanding how this builds high self-esteem.	How their body may change as they grow and develop	The attributes of positive, healthy relationships.	Challenging gender stereotypes,	The right to protect their body from unwanted touch.	The differences between secrets and surprise, knowing when it is right to break confidence and share a secret.
	My Feelings:	My Body:	My Relationships:	My Beliefs:	My Rights and Responsibilities:	Asking for Help:
Year 4	Recognising a wide range of emotions Responding to their own and other people's emotions	Anticipate body changes, understanding that some are related to puberty.	Acceptable and unacceptable physical behaviours and how to respond.	That differences and similarities between people arise from a number of factors Including family types and personal identity.	Marriage is a commitment freely entered into.	Knowing when to ask for help to manage a situation and have the skills to ask for help.
Year 5	How emotions may change as they approach and move through puberty.	Anticipate how their body may change as they approach and move through puberty.	Healthy relationships and recognise including the skills to manage and maintain healthy relationships.	Correct terms to describe gender and sexual orientation, including the unacceptability of	Strategies for keeping safe online; knowing personal information can be shared easily	How to manage accidental exposure to upsetting online material, including who to talk about this

				homophobic and transphobic bullying.		
Year 6	That images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	That sexual intercourse leads to reproduction. The scientific terms to describe the male and female organs.	The nature and consequences of discrimination including the use of prejudice based language	That some cultural practices are against British law	Strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Knowing when, who and how to ask for help independently, or with support.