



THE MARTON ACADEMY
LABOR OMNIA VINCIT

Relationships, Sex and Health Education (RSHE) Policy

Written by:	ESLT and Simon Green
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Approving body	ESLT
Signed Principal	S. Green

Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils in accordance with section 34 of the Children and Social work act 2017.

We are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At The Marton Academy, we teach Relationships, Sex and Health Education as set out in this policy.

Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance;
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations;
3. Parent/stakeholder consultation – parents and any interested parties were invited to give their comments about the policy;
4. Pupil consultation – we investigated what exactly pupils want from their RSHE;
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information and exploring issues and values.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so children are fully informed and do not seek answers online.

Sex education will focus on preparing boys and girls for the changes that adolescence brings. Following consultation, if parental consent is obtained for pupils in Upper Key Stage Two, primary we will not be teaching about conception and pregnancy in Year Six.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSHE

RSHE is taught in a cross-curricular approach, alongside the science curriculum, PSHE, ICT, RE, assemblies, school values and golden threads.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationships education is compulsory for all pupils and parents cannot withdraw their child from the essential content covered as part of the Relationships curriculum. Relationships education does not include topics which involve explaining different forms of sexual activity or include discussions of forms of abuse that involve explaining details of sexual activity.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

In Forge Trust schools, we follow some aspects of the Christopher Winter Project scheme of work (Teaching SRE with Confidence in Primary Schools), which has been awarded the Pamela Sheridan Award for Excellence in recognition of their pioneering professional development programme in RSE. It has also been awarded the quality mark by the PSHE Association. We follow some (but not all) aspects of this scheme following consultation with parents.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. (Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). We are also sensitive to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Board of Trustees

The Board of Trustees has approved this policy and will hold the Principal of each academy to account for its implementation.

The Principal

The Principal of each academy is responsible for ensuring that RHSE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RHSE in a sensitive way;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual pupils;

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of Relationships and Sex Education. Relationships and Health Education is compulsory – as a school, we are bound by law to deliver these lessons – and consequently we cannot take requests for children to be withdrawn from these lessons.

In regard to the non-statutory components of Relationships and Sex Education, before asking to withdraw, parents are encouraged to talk to the class teacher and/or view teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RSE. The RSE curriculum will be shared with parents to ensure coverage if pupils are withdrawn. The RSHE policy will be shared with any parents who wish to withdraw their child.

Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE where required.

Monitoring

The delivery of RSHE is monitored by the Senior Leadership Team (SLT) through planning and book scrutinies, learning walks and pupil voice.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by Trustees on an annual basis. At each review, the policy will be approved by the Board of Trustees.

Appendix 1: Scheme of Work for Years Reception to Year 6

Reception Our Lives	Lesson1: Caring Friendships (CWP) Lesson 2: Being Kind (CWP) Lesson 3: Families (CWP)
Year 1 Growing and Caring for Ourselves	Lesson 1: Different Friends (CWP) Lesson 2: Growing and Changing (CWP) Lesson 3: Families and Care (CWP)
Year 2 Differences	Lesson1: Differences – boys and girls (CWP) Lesson 2: Differences – male and female animals (CWP) Lesson 3: PANTS NSPCC KS1
Year 3 Valuing Difference and Keeping Space	Lesson 1: PANTS NSPCC KS2 Lesson 2: Personal Space (CWP) Lesson 3: People who Care/Help and Support (CWP)
Year 4 Growing Up	Lesson 1: Healthy Relationships (CWP) Lesson 2: Changes/Managing Emotions (LMHST) Lesson 3: Basic First Aid (St. John's Ambulance)
Year 5 and Year 6 Puberty, Relationships and Reproduction	Lesson 1: Mental Wellbeing Lesson 2: Permission Seeking and Respectful Relationships Lesson 3: Positive Communication Lesson 4: Changes and Puberty – adolescent body and keeping clean Lesson 5: Human Reproduction and Pregnancy (parent consent additional session)