



HIGHBURTON C.E. FIRST ACADEMY



ENHANCE ACADEMY TRUST

RSHE Policy

(Updated March 2025)

Relationships, Sex and Health Education

1. Rationale and Ethos

From September 2020, Relationships Education will be compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Health Education will also be compulsory in all schools. As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE curriculum. The programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary and secondary schools, sex education is currently not compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life. All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice. Whilst as a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive; equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals. We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

2. Definitions

- * RSHE – Relationships education, relationships and sex education and health education.
- * Health Education – Physical health and mental wellbeing.
- * Relationships education – The physical, social, legal and emotional aspects of human relationships including friendships, family life and relationships with other children and adults.
- * Sex Education – ‘How a baby is conceived and born.’

- * RSE – Relationships and sex education.
- * PSHE – Personal, Social, Health and Economic education.

3. Policy development process

This policy was formulated in consultation with the whole school community with input from:-

- * Members of staff – though regular agenda items at staff meetings, consultation documents, surveys
- * Governors – discussions at governor's meetings and training
- * Parents/carers – parents will be encouraged to contribute by taking part in written consultations and parent consultation meeting via teams
- * Children – pupils contribute to the development of the policy through the school council, circle time discussions and questionnaires
- * Other partners – visiting external providers in school; health, police, wider community and faith groups

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance.

4. Roles and responsibilities

a) The Governing Board

- * Ensure the school meets its statutory requirements in relation to relationships and sex education.
- * Approve the RSE policy.
- * Hold the Head of School to account for the implementation of the policy (checking the RSHE curriculum is well led and effectively managed).

b) The Head of School

- * The development and implementation of the RSE policy.
- * Agreeing the curriculum delivery model (where it will be taught, the time allocation and staffing).
- * Ensuring RSE is resourced, staffed and timetabled to enable the school to meet its legal obligations and offer high quality provision to all pupils.
- * Enable staff to be suitably trained to teach relationships and sex education.
- * Encourage parents to engage with the formation of the policy and know about the final policy.
- * Report to the Governing Board on the implementation and effectiveness of the policy.
- * Review the policy on an annual basis.

c) PSHE/RSE Subject Leader

- * Support the development and implementation of the RSHE policy.
- * Develop the school's RSHE curriculum and delivery model.
- * Ensure continuity and progression between each year group.
- * Work with other teachers (including subjects leads) to ensure the RSHE curriculum complements, but does not duplicate, any content in other subjects.

- * Organise, provide and monitor CPD to enable teachers to develop their expertise so they feel confident and competent to teach RSHE.
- * Provide teachers with resources to support RSHE delivery.
- * Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- * Report to the Head of School/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

d) SENCO

- * Advise teachers on how best to identify and support pupils' need (including the use of teaching assistants/support staff).

e) All staff who are involved with teaching RSHE

- * Know and act in accordance with the RSHE policy.
- * Reflect the law (including the Equality Act 2010) as it applies to sex and relationships.
- * Consider how their personal views and/or beliefs might impact on their teaching of RSHE.
- * Monitor pupil progress in line with school policy.
- * Work with the SENCO to identify and respond to the needs of pupils with SEND.
- * Report any concerns about RSHE teaching to the lead teacher and/or senior leader.
- * Report any safeguarding concerns or pupil disclosures to the DSL (in line with school safeguarding policy).
- * Share any concerns they may have about teaching RSHE with the lead teacher and/or Head of School. Staff do not have the right to opt out of teaching RSHE.

5. The RSHE Curriculum

Highburton First Academy has adopted the Kapow scheme for RSE and PSHE lessons. This programme of study has strong links to the PSHE association (that was used previously) and is a suggested DfE resource. The Kapow scheme supports schools to provide a comprehensive programme for Early Years, KS1 and KS2 under five core themes:-

1. Family and Relationships
2. Health and Wellbeing
3. Citizenship
4. Economic Wellbeing
5. Safety and the changing body

The content is well matched to the needs of the pupils. It is age appropriate and is based on what pupils are likely to need to know and what they are likely to be able to understand. The curriculum is sequenced and progressively builds upon prior knowledge.

Pupils will be taught about the characteristics of good physical health and mental wellbeing, the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils will also be made aware of:-

- * Mental wellbeing
- * Online behaviour and safety
- * Physical health and fitness
- * Healthy Eating
- * Drugs, alcohol and tobacco
- * Health and prevention
- * Basic first aid
- * Changing adolescent body

Sex education is not compulsory in primary schools. The DfE recommends that all primary schools should have a programme of sex education tailored to the age and the physical and emotional maturity of the pupils. Due to Highburton First Academy not having a Year 6 class, Kirkburton Middle school will be responsible for teaching the children 'how a baby is conceived and born.'

The RSHE curriculum will be taught through:-

- * A spiral curriculum
- * Curriculum days
- * PSHE / RSHE lessons
- * Links to other curriculum area – PE, Citizenship, Science, Religious Education.

The programme will be delivered to all students by:-

- * Dedicated selected staff supported by a variety of professionals, including where appropriate, the school nurse, police etc with expertise in specific topic areas.
- * The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older.
- * Lessons are delivered to mixed-ability teaching groups.
- * A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.
- * The teacher will discuss and establish 'ground rules' at the beginning of every lesson which will enable everybody to discuss openly and honestly without fear and embarrassment or judgement.
- * All teachers will endeavour to create a supportive environment for all pupils.

Across all key stages, students will be supported with developing the following skills;

- * Communication – speaking and listening, including how to manage changing friendships, 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

6. Faith and cultural perspectives on RSHE

Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law. As a school we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country. A diverse range of resources will be used so that every child and family feels included, respected and valued. 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' faith, beliefs and values.

7. The right to be excused from sex education (Not applicable to HFS)

We are committed to ensuring that the education provided to pupils in relationships education / RSE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSE (other than sex education in the National Curriculum as part of Science), but not from relationships education. Parents wishing to exercise this right must do so in writing to the Head of School. We will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Children in the Shelley Pyramid of schools complete Year 6 at Middle School where the unit 'How a baby is conceived and born' will be covered.

8. Monitoring the quality of provision for RSHE and policy review

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study:-

- * Evaluation - self-review from pupils after specific topics or at the end of a key stage.
- * Comments from pupils and representatives from the pupil voice.
- * Whole class discussions.
- * This policy is reviewed annually by the governing body who will monitor the application and outcomes of this policy to ensure it is working effectively.