

WELLBEING
RELATIONSHIPS, SEX and HEALTH
EDUCATION (RSHE)



Heron Park Primary Academy

Approved by:	Helen Crees	Date: November 2023
Reviewed on:	September 2024	
Last reviewed on:	February 2025	
Next review due by:	February 2026	

Policy context and rationale

This Relationships Education, Relationships and Sex Education and Health Education policy covers the Heron Park Primary Academy approach to teaching relationships, sex and health education (known as RSHE with each strand being defined in this policy). The core policy was provided by East Sussex County Council as an adopted model policy. This policy has been subject to thorough consultation with the whole-school community including pupils, parents/carers, staff and LAB members.

Pupil consultation has ensured that the needs of all pupils can be met through the delivery of an age and stage appropriate RSHE curriculum that addresses relevant issues, informed by analysis of pupil priorities. This has taken place through pupil voice with groups of children throughout the school as well as the My Health, My School survey completed with pupils from Years 5 and 6.

Feedback from parents and other stakeholders in the school community has also helped to identify the key needs for pupils at Heron Park.

Policy availability

Stakeholders can find a copy of this policy on the Key Information tab on the school website organised in the Policies folder. Should a hard-copy of the document be required, the school will be happy to provide this upon request and will also work with any stakeholders that require the policy in an alternative format to meet their individual needs, ensuring equitable accessibility for all. The policy can be obtained in an alternative format by contacting Mrs Yvonne Streeter (Office Manager) ystreeter@auroraacademies.org.

Policy values, aims and objectives

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

-Secretary of State Foreword

Our school's vision is "Leading a generation to be aspirational learners; through **quality, excellence and passion**" with pupils who are "aspirational, curious, independent, resilient and respectful". RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. RSHE equips children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships and to take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The overarching objective of RSHE is to support children and young people through a journey of physical, emotional and moral development by the teaching of essential knowledge, skills and values within the framework of the law and provisions of the Equality Act, 2010. Our school's vision for RSHE is "to enable children to become confident, tolerant, respectful, self-aware learners and to use it as a tool to support teaching, learning and management across the curriculum" .

Relationships Education at Heron Park Primary Academy is defined as providing "the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults" (DfE Relationships Education Statutory Guidance, June 2019).

Sex Education at Heron Park Primary Academy is defined as teaching pupils about "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" (DfE Relationships Education Statutory Guidance, June 2019).

Health Education at Heron Park Primary Academy is defined as "teaching the characteristics of good physical health and mental wellbeing" (DfE Relationships Education Statutory Guidance, June 2019).

Effective RSHE can make a significant contribution to the development of personal skills needed by pupils to establish and maintain relationships. RSHE will ensure children and young people are encouraged to understand the importance of stable, loving relationships, respect, love, and care. It also enables young people to make responsible and informed decisions about their health and wellbeing.

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 the NSPCC, Barnardo's, The Children's Society and education unions. They are also supported by a number of MPs and Lords.

Principles of effective RHSE

RSHE provision at Heron Park Primary Academy:

- Is an identifiable part of the school curriculum, called Wellbeing, which has planned, timetabled lessons across all the Key Stages (including Personal, Social and Emotional Development in EYFS)
- Is taught by staff regularly trained in RSHE (with expert visitors invited in to enhance and supplement the programme, where appropriate).
- Works in partnership with parents and carers, informing them about what their children will be learning and providing opportunities to view lesson presentations.
- Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
- Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
- Promotes safe, equal, caring and enjoyable relationships and discusses real-life issues appropriate to the age and stage of pupils, including friendships, families, consent, relationship abuse, sexual exploitation and safe relationships online.
- Gives a positive view of human sexuality with honest and medically accurate information so that pupils can learn about their bodies in ways that are appropriate to their age and maturity.
- Gives pupils opportunities to reflect on their values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and nurture respect for different views.
- Includes learning about how to get help and support from sources such as the School Health Service and other health and advice services including reliable information online.
- Challenges all forms of discrimination in RSHE lessons and in everyday school life.
- Meets the needs of all pupils with their diverse experiences including those with special educational needs and disabilities.
- Seeks pupils' views about RSHE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

Entitlement and equality of opportunity

All children are entitled to access a broad and balanced curriculum delivered in an age and stage appropriate manner. Teachers will include a range of teaching styles and groupings to allow all children to make progress. Every child will be given the opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

We actively celebrate the diversity of our pupils, their families and the wider whole-school community. RSHE will always be taught in a non-judgemental, unbiased and fully inclusive manner through clear, impartial, scientific information as well as covering the law to ensure all pupils have equal access to our RSHE curriculum. We do not use RSHE as a means of promoting any form of sexual orientation over another.

Through consultation, continual assessment and regular reviews of the curriculum we ensure that we continually recognise and respect pupils' different abilities, levels of maturity, personal circumstances (including gender identity, faith or culture and that of their family, friends and the wider whole-school community) in accordance with the school's inclusion policy.

Teaching and learning

The RSHE programme will be led by Mr Simmonds (Wellbeing Leader), taught by class teachers and supported by visitors and outside agencies where appropriate. All staff involved in the delivery of RSHE should be provided with training to ensure that pupils receive clear and consistent approaches to RSHE throughout their time at Heron Park Primary Academy. Whole staff and individual training needs will be identified through the school's self-evaluation process and staff questionnaires led by the Wellbeing Leader.

On occasion external visitors, experts and agencies may be invited to contribute to the delivery of RSHE to enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with children and young people. When this happens, our school will:

- Check the visitor or visiting organisation's credentials.
- Ensure the teaching delivered by the visitor fits with our planned programme and our published policy.
- Discuss the details of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- Ask to see in advance the materials visitors will use as well as a lesson plan so that collectively we can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agree how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with our school's policy.
- Arrange for the visitor to be welcomed and supported by members of school staff.
- Monitor and evaluate the visitor input to inform future planning.

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

Curriculum

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education** and **Health Education** compulsory for all pupils receiving primary education. **Relationships and Sex Education** is only compulsory for all pupils receiving secondary education and will not be taught at Heron Park Primary Academy.

RSHE will be taught through a ‘spiral curriculum’. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. RSHE will support the school’s commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links.

Heron Park Primary Academy uses the Aurora Academies Trust Wellbeing curriculum to deliver the aspects of RSHE outlined in this table:

Relationships Education	Families and people who care for me Caring Friendships Respectful Relationships Online Relationships Being Safe
Health Education	Mental wellbeing Internet safety and harms Physical health and fitness Healthy eating Drugs, alcohol and tobacco Health and prevention Basic first aid Changing adolescent body

Assessment

Pupils’ learning will be assessed at the beginning and end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure and will include self-assessment tasks that will confirm pupils' understanding of the topics. The evaluation of teaching and learning assessments will be shared with pupils as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, work scrutinies and informal drop-ins conducted by subject leads and/or members of the senior

leadership team. The observations and findings of which will be used to identify and inform future staff training needs.

Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. At the end of lessons, pupils may be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of the class 'worry box'. Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague, the Subject Leader or the school leadership team to construct an appropriate answer.

Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home.

Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to our curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching the class will discuss and create ground rules. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Distancing techniques such as the use of the Jigsaw characters within RSHE avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils including those who may have experienced unhealthy relationships and/or abuse.

Teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the school's pastoral system to advise on topic coverage so that the school can be responsive to pupil's pastoral needs and safeguarding arrangements can be actioned efficiently if required.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the Designated Safeguarding Lead (DSL) or deputy DSL about their concerns. The DSL (or deputy) will then deal with the matter in line with our school's safeguarding policy.

Involving parents and carers

We believe that parents are the primary educators of their children in RSHE and that RSHE is most effective when it 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 through mutual understanding, trust and cooperation.

The school will provide opportunities for parents and carers to develop awareness of RSHE topics by fostering strong channels of communication between parents/carers and their children. The school also welcomes parents to discuss RSHE at relevant times throughout the school year, such as parent consultations.

As outlined earlier in this policy, **Relationships Education** and **Health Education** are compulsory for all pupils receiving primary education. There is no parental right to withdraw from Relationships Education or Health Education.

Links to other school policies and curriculum

This policy complements the following policies:

- Anti-bullying
- E-safety
- Equality
- Inclusion
- PSHE
- Safeguarding
- Teaching and learning

Review date: February 2025

The Local Academy Board (LAB) monitors the impact of RSHE through LAB meetings with members of the Senior Leadership Team and the Wellbeing subject leader. The governors give serious consideration to any comments, consultation and evidence of impact.

Consultation with pupils will be conducted on a regular basis to support reviewing the curriculum to ensure it remains responsive to emerging needs and the policy updated accordingly.

This policy will be reviewed every year, or more frequently if the RSHE curriculum is amended, for example in response to emerging themes, changing pupil needs or introduction of new legislation and guidance. The next review date of this policy is currently set for February 2025.