



RELATIONSHIP, SEX AND HEALTH EDUCATION (RSHE) POLICY

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Introduction

Inspire Multi Academy Trust promotes health in its widest sense, attending to the physical, social and psychological development of its pupils and the maintenance of good health for all pupils and staff. As part of this, the development of the emotions and self-esteem is central to the aims of the Trust, and a key element of this is a carefully considered and constructed Relationship, Sex and Health Education (RSHE) Policy for all children in the Trust's care.

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 compulsory for all pupils receiving primary education and Relationships, Sex and Health Education (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

From September 2020 it became a statutory requirement for primary schools to deliver RSHE.

Rationale

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships and Sex Education contributes to the foundation of PSHE and Citizenship and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Definition

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

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

RSHE is not about the promotion of sexual activity.

Moral and Values Framework

The Relationships, Sex and Health Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community. The Relationships, Sex and Health Education Policy will be complimentary with the Religious Education Policy of our school.

Aims and Objectives

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

- Provide a framework in which sensitive discussions can take place
- Help pupils to develop knowledge, communication skills and understanding in order to facilitate personal decision-making and to understand the impact of external factors in decision-making.
- 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
- Understand the good characteristics of physical and mental health

Sex and Relationship Education should happen in partnership with parents. It has become increasingly recognised that RSHE should not be something that is simply 'bolted on' as children go through puberty, but should be gradually developed as an integral part of the curriculum in a way that is appropriate to the age of the child.

RSHE is an entitlement for all children, as part of the curriculum requirements for Science (e.g. Life Processes and Living Things) and Health Education. The potentially sensitive nature of the subject means that Trusts must add moral and social questions. RSHE at Inspire Multi Academy Trust is not just about reproduction and sexual health, but also strives to enable children to act responsibly in making and maintaining relationships with others, and to feel good about themselves and the choices they make.

As part of the Trust's Personal, Social, Health and Citizenship Education (PSHCE) curriculum, opportunities will be made available where children can develop assertiveness skills and hone their ability to respect themselves and others. The Trust supports children with adults in school who are available for them if they need to disclose a safeguarding issue.

Teaching and Learning

RSHE is taught within the PSHE education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. Visits by the Academy's nurse cover personal hygiene to all ages and the topic of puberty in Year 5. High quality teaching is differentiated to meet the needs of all pupils including those with SEND.

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

- Families and people who care for me
- Caring friendships online and offline
- Respectful relationships
- Online relationships
- Keeping ourselves safe and who can help us.
- Personal hygiene
- Gender stereotypes
- Identity and prejudice
- Equality and the Law

For more information about our RSHE curriculum, see Appendix 1.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The ethos of Inspire Multi Academy Trusts enables and encourages children to make comparisons with their own development and to reflect on their relationships in positive ways. Ultimately, teaching and learning is about the the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It is also about the promotion of self-esteem, and the fostering of individual well-being. Children are given credit for their ideas, and opportunities to reflect upon their own experiences and review their learning, both in the context of lessons, and within the wider Trust environment.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSHE. The following are protocols for discussion-based lessons with pupils:

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way; and

- Teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent.

Where a member of staff is concerned that a child protection issue is arising it is his/her responsibility to follow the school's Child Protection policy.

Roles and Responsibilities

The board of trustees will approve the RSHE policy, and hold the headteacher of each school within Inspire Multi Academy Trust to account for its implementation.

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE.

Staff are responsible for:

Delivering RSE in a sensitive way

Modelling positive attitudes to RSE

Monitoring progress

Responding to the needs of individual pupils

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

Teaching staff will be responsible for the teaching 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 headteacher.

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

Parental right to withdrawal from RSHE

Parents have the right to withdraw their children from dedicated 'sex education' lessons (appendix 2). They do not have the right to withdraw their children from those aspects of RSHE that are taught in the National Curriculum Science or where RSHE issues arise incidentally in other subject area. Academies will work in active partnership with parents/carers, value their views and will take time to address concerns and allay any fears they may have. If parents/carers decide to withdraw their child the academy will work with them and their child to explore possible alternative provision.

Parent consultation for the implementation of the RSHE curriculum was carried out by all schools within Inspire Multi Academy Trust. (See appendix 3).

This policy will be available on the school website for parents.

Support for parents include:

The PSHE Association's resources for parents: http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

Monitoring and Review

The PSHCE Coordinator is responsible for monitoring the standards of children's work and the quality of teaching. The Coordinator will support colleagues in the teaching of RSHE, by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school. The PSHCE Coordinator is also responsible for reporting to the Head Teacher and evaluating strengths and areas for development in the subject.

This policy will be reviewed annually. At every review, the policy will be approved by the Board of Trustees.

Appendix 1: Overview of RSHE curriculum

We use ‘*Growing up with Yasmin and Tom*’ as an online teaching and learning resource to support the delivery of the RSHE curriculum.

The content of our RSHE programme is as follows:

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduce who the characters are</p> <p>Friendships</p> <p>Different families</p>	<p>My Brilliant Body <i>This will look at how our bodies are all different shapes and sizes</i></p> <p>Keeping clean <i>Personal hygiene</i></p>	<p>Naming Body parts <i>NSPCC Pants Programme</i></p> <p>Keeping Safe <i>Keeping ourselves safe and who can help us</i></p>	<p>Gender Stereotypes <i>Exploring roles of men and women and the jobs that they do</i></p> <p>What makes a good friend?</p> <p>Me, Myself and I <i>Celebrates yourself and building confidence</i></p> <p>Families & Getting on</p>	<p>My Personal & Private Body Parts <i>Children are taught the correct names for their private parts</i></p> <p>Body Care <i>Keeping themselves clean, including their private parts</i></p> <p>Is it Risky? <i>To develop awareness of what is risky behaviour. Also looks at identifying which images are appropriate to send online and which are not (Eg sending to other family members)</i></p> <p>People who can help us on and offline</p>	<p>Online and offline friendships</p> <p>Friendships and secrets <i>Explores safe and unsafe secrets</i></p> <p>Friendships & Pressure <i>Explores peer pressure and how to say No</i></p> <p>*School nurse – Puberty Talk</p>	<p>Keeping Safe – safe and unsafe touch</p> <p>Keeping Safe – online images</p> <p>Identity & Prejudice</p> <p>Equality & the Law</p> <p>Getting Help <i>Who to talk to about issues, including services such as Child Line</i></p>

Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 3: Results of parent consultation

1. I think RSHE is an important part of the curriculum.

	Burnside	Farringdon	Fatfield	New Peshaw	Plains Farm
Strongly Agree	54%	48%	50%	50%	44%
Agree	46%	40%	46%	48%	45%
Neutral	0	12%	4%	2%	11%
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0

2. I feel happy to talk to my child about growing up, sex and relationships (at an age-appropriate level).

	Burnside	Farringdon	Fatfield	New Peshaw	Plains Farm
Strongly Agree	51%	57%	57%	84%	48%
Agree	49%	39%	40%	16%	52%
Neutral	0	4%	3%	0	0
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0

3. I agree with the content of the RSHE curriculum.

	Burnside	Farringdon	Fatfield	New Peshaw	Plains Farm
Strongly Agree	54%	54%	45%	48%	44%
Agree	46%	39%	50%	42%	48%
Neutral	0	7%	4%	10%	8%
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0

4. I am aware of the themes that will covered in the RSHE curriculum across Inspire Multi Academy Trust.

	Burnside	Farringdon	Fatfield	New Peshaw	Plains Farm
Strongly Agree	59%	52%	49%	50%	44%
Agree	41%	40%	49%	48%	48%
Neutral	0	8%	3%	2%	8%
Disagree	0	0	0	0	0
Strongly Disagree	0	0	0	0	0