

Relationships, Sex and Health Education (RSHE) policy

Alfreton Park School



Happiness and Wellbeing at Our Roots

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1. Aims

At Alfreton Park School, we aim to provide our pupils with a high-quality education as well as providing a happy, safe environment for our pupils to thrive. Becoming as independent as possible whilst developing many skills and their knowledge in a range of subject areas.

The RSHE curriculum should enable pupils to become healthier, more independent and more responsible members of the wider community. As well as becoming aware of their rights and responsibilities in order to enable them to become positive members of a diverse and multicultural society. Pupils should continue to develop relationships, explore the world around them, develop confidence and build upon emotional resilience. Pupils are encouraged to play a positive role in contributing to the life of the school, and wider community.

At Alfreton Park School, we strive to provide individual learning plans so that all our teaching is differentiated and suited to meet all the needs of our pupils.

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

- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family, friends and different sexualities
- To develop confidence in communicating, listening and thinking about feelings and relationships (developing emotional resilience)
- Help pupils develop feelings of self-respect, confidence and empathy
- To be able to name or recognise parts of the body and how their bodies work
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- To be able to recognise unsafe situations and learn how protect themselves, knowing where to seek help and advice
- Provide a safe and happy environment which sensitive discussions can take place
- To understand the importance of hygiene and how safe routines can prevent the risk of infection and spreading of a virus
- To develop the opportunities for pupils to be able to make different choices
- To develop pupil's skills to be able to turn take, tolerate others and work together
- To become healthy, happy and independent individuals

2. Statutory requirements

Here at Alfreton Park School, we have pupils aged between 2.5 and 19 years. Therefore, all areas of the primary and secondary RSHE must be covered. However, as a special school we have the flexibility to adapt the curriculum to determine an age-appropriate, developmental curriculum which meets the needs of our pupils.

RSHE must be accessible to all pupils, we will provide high quality teaching which is differentiated and personalised to meet all the statutory requirements outlined. As well as being mindful with regards to preparing our pupils for life into adulthood and within the wider community.

We highly value all of our pupils and within the statutory requirements the government highlight that SEND pupils can be more vulnerable to exploitation, bullying and many other issues. Therefore, all of these factors will be carefully considered when designing, planning and teaching our lessons within the curriculum.

To further meet the statutory requirements, we will tailor our content and teaching to meet the specific needs of pupils at different developmental stages. As a school we will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. (As cited in the statutory guidance from the DfE).

Relationships and Health education will be taught to all of our primary age pupils. If we feel necessary, we will begin to introduce sex education to some pupils earlier however this will be in discussion with parents and the headteacher. During the later years of key stage 2 we will begin to introduce the changing adolescent body section which includes some of the key facts about puberty including physical & emotional changes. As well as learning about menstrual wellbeing and the menstrual cycle for pupils whom school and family deem it necessary. By learning about menstrual wellbeing early this prepares our pupils for any changes to their body which will happen as well as reducing stigma around the topic.

Relationships, Sex and Health education will be taught to all of our secondary age pupils. However, if we deem this as being unnecessary due to developmental stages, we will inform parents and the headteacher.

We will teach RSHE as set out in this policy and in line with the [Children and Social Work Act 2017](#) as per section 34. As well as reading all guidance and regard to the [Education Act 1996](#) in sections 403, 404 and 405. It is also important to note that our teaching & policy will be in line with the [Equality Act 2010](#) this helps to develop practice and knowledge which supports the protected characteristics. All of which are taught and recognised through the RSHE curriculum.

We recognise that some parts of the RSHE curriculum may be sensitive for both pupils and staff involved. We therefore appreciate that some topics may bring up some challenging conversations. We will deal with these confidentially and in line with our safeguarding policy.

In ensuring that all aspects of the RSHE curriculum are covered we have a strong whole school approach to safeguarding. This includes understanding and teaching the importance of sexual harassment. Links can be made across all key stages to include, consent, private/public, sharing a toy, discussing how to keep safe, NSPCC pantosaurus, as well as in depth teaching of the respectful relationship's topic.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents, then ratified by the governors. As a school we are fully aware that the primary role in our pupils' relationships, sex and health education and care is with both parents, carers and ourselves.

We wish to continue developing positive relationships with our parents and carers through mutual understanding, respect, trust and co-operation. In promoting this we have invited parents into school to discuss the new changes to the curriculum, received feedback via questionnaires, had face to face discussions as well as answering questions and ensuring that the policy will be readily available in paper format or electronically via the school website. Parents and carers are then able to raise any concerns or queries with regards to the policy and the teaching of RSHE across our school.

Staff have received training with regards to the new curriculum which will be in place, as well as having the policy readily available so that they are aware of the school policy. They can then offer any recommendations or suggestions to make changes. A member of staff has been able to work with the LA to ensure the policy is thorough and meets all requirements, ensuring that other members of the community have also been involved and consulted. The member of staff has then been able to review the policy with suggestions from all parties concerned, pulling together all relevant information including national and local guidance.

It is the responsibility of the head and subject lead to ensure that the policy is readily available to share, implemented effectively, regularly monitored and report to governors on the effectiveness of the policy.

The policy will be updated again in the next 18 months, unless changes are required sooner.

4. Definition

RSHE is about the teaching of relationships, sex and health education. As a school we have taken the decision to have this name across school to ensure continuity and consistency for staff, pupils, parents and carers. We will however only teach the sex element to pupils aged secondary and above where and when

necessary, suitable to the individual pupil and their needs. This will be with discussion and consultation with parents.

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, emotional resilience, 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, but includes the teaching and learning of keeping themselves safe, public and private areas, masturbation, puberty, making choices, learning to say 'No' and body parts.

RSHE is taught sensitively and where needed is split into gender groups so that certain sessions can be more focussed and tailored to suit individual needs. Language used will be consistent and with the correct terminology of biological body parts. However, it is important that parents and carers are able to inform staff of specific names which they might use at home so staff have a good understanding when teaching pupils.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when deemed necessary. We teach RSHE through a differentiated curriculum which allows different aspects to be taught throughout a range of lessons and subject areas, e.g., science, P.E, independence skills, community visits and R.E. A pupil's knowledge and understanding should never be underestimated and our RSHE curriculum supports this by teaching areas such as the development of his or her own body, reflecting on family relationships & friendships, as well as rituals and traditions associated with birth, marriage and death from a range of different cultures and groups within society.

It is also important to note that RSHE is promoted throughout the whole school day, e.g., playtimes, lunchtimes, personal care routines and does not just take place during specific taught lesson times. It is therefore vital that all staff are aware and understand how to fully support our pupils and promote the aims of this policy at any time during the school day.

We have developed the curriculum in consultation with parents, pupils and staff, considering 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 they are fully informed and don't seek answers online which may not be accurate.

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

6. Delivery of RSHE

RSHE is taught throughout the week with focussed teaching happening for a minimum of 1 lesson per week, which is on the class timetable. Additional time is spent promoting personal hygiene, working on individual learning targets (linked to EHCP's), turn taking, choice making, developing friendships and much more which all fit under the RSHE umbrella.

The focussed lesson will have a theme for that half term, e.g., friendships, emotions & feelings, puberty (secondary), health & wellbeing, living in the wider world or from the list below.

Resources sourced are suitable and appropriate to the individual and their class. Teachers are able to use the PSHE Association to help aid the delivery as well as asking for advice from the subject lead. We have some practical resources available to use which includes resuscitation Annie's for the teaching of first aid (secondary), puppets to support relationships/role play activities, iPad/laptop use to support online relationships as well as daily Thrive time & happiness boxes to support pupil's mental wellbeing.

For any pupils whom we may have concerns regarding certain areas, we will speak with our DSLs to ensure we are approaching any sensitive topics appropriately. This including pupils with adverse childhood experiences. As a school we feel it is essential to support our pupils appropriately through our RSHE curriculum and with a safe supportive delivery of lessons.

For our primary aged pupils' 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

With the new addition of Physical and Mental Health and Wellbeing which includes:

- 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

It is important to remember that our pupils learn best through small steps and repetition which is differentiated to suit their needs. Therefore, many of our pupils even secondary age will continue to focus on the primary elements. Staff will ensure of a broad, balanced and sequential curriculum so that the pupils will continue to develop their knowledge year on year.

Once pupils reach secondary age we will then teach about puberty, intimate relationships, masturbation etc, where and when deemed necessary and appropriate. Our RSHE will then focus on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds. If any of the above subjects e.g., puberty is required sooner than secondary age then we will create an intervention session to support this.

For more information about our RSHE curriculum, see Appendices 1 and 2.

When teaching and learning about relationships there are many areas of family life which are taught. This is 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). Many of these lessons can be taught via story books, e.g. 'And Tango Makes Three', 'What If We Were All The Same!' or 'Love makes a Family'. This enables our pupils to learn via interactive sessions and through sharing stories.

We as a school adopt many teaching strategies to best suit the needs of our pupils, these may include;

- Active learning such as circle time, discussion, use of props e.g., puppets, books etc.
- A range of teaching methods; stories, poems, songs, role play, DVD's etc.
- Setting ground rules at the start of lesson (this maybe appropriate for some groups, not all). This would ensure that nobody had to answer an embarrassing or uncomfortable question
- Ensuring that teachers and support staff are confident when delivering the different lessons with suitable resources available
- All staff to continue to follow the school's safeguarding policy if anything may arise which causes a concern
- Depending on the lesson being delivered, cohort of pupils and age, it may be necessary to split into gender groups from time to time.

It is important to note that as a school we support the period poverty campaign, alongside the teaching of menstrual wellbeing which is introduced late in Key Stage 2. Staff are on hand to support pupils who require personal care and do have sanitary products available in the toilets should they be required. By making this more school wide, we hope to reduce the stigma around the topic of menstrual wellbeing & the menstrual cycle.

Parents are made aware of when the Sex education part of RSHE is coming up, this then allows for parents to be given the option of withdrawing from this topic. Please see Appendix 1 for Long Term Plans and Appendix 4 for the withdrawal form. Parents are given a weekly breakdown of what will be being taught such as masturbation or how babies are made etc. If for example a life cycle is being taught through science, parents cannot request the right to withdraw.

It is also vital that we can quickly adapt to ever changing and current issues which are happening around the world, so that we work with a flexible curriculum. It is important to note that COVID-19 has certainly played a part in thinking about our current curriculum. Within Appendix 3 you can see how we used a recovery curriculum to support our pupils on returning to school.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation. The governor responsible for overseeing the RSHE curriculum is Francine Franklin.

It is also the responsibility of the RSHE lead to implement the policy and support the headteacher in doing so. The RSHE lead will be required to monitor the policy and any changes which are necessary as well as reporting to governors when requested on the subject area. Along with identifying any key areas of improvement, staff training requirements and resources which are necessary to support teaching and learning.

7.2 The headteacher

The headteacher (Josie O'Donnell) is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSHE lessons (see section 8).

The RSHE lead (Katie Turner) can support the headteacher through monitoring lessons via long term, medium term and any short-term planning which may be available. As well as any learning walks, work scrutiny or specifically focused lesson observations.

7.3 Staff

Staff are responsible for:

- Delivering RSHE 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/non-science] 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 headteacher/deputy head or subject lead. Then we can effectively plan a support programme to put in place.

For any parent/carers who may have a concern regarding any RSHE topics they are invited to contact Katie Turner to discuss further.

7.4 Pupils

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

8. Parents' right to withdraw

Parents of primary aged pupils do not have the right to withdraw their child from relationships education or health education which includes puberty.

Parents of secondary aged pupils have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar. Support is always available from SLT or MLT when staff are feeling apprehensive about teaching a subject area, then specific training can be added or highlighted through performance management.

The headteacher, area lead or family support worker (Sharon Walker) will also invite visitors from outside the school, such as CAMHS, sexual health professionals, NHS oral health practitioner etc, to provide support and training to staff teaching RSHE and to support with parent information sessions. This then ensures continuity both at school and home for our pupils.

10. Monitoring arrangements

The delivery of RSHE is monitored by Katie Turner, SEMH (Social, Emotional and Mental Health) area lead which covers the RSHE curriculum through:

- Learning walks
- Book/work scrutiny/Earwig
- Lesson planning and observations
- Pupil progress and development through internal assessment systems; ILP targets or B-Squared assessment. Work can then be externally moderated to ensure accuracy
- Feedback from staff, parents/carers, pupils will also be considered
- Staff, parent/carers, pupil questionnaires/surveys
- Staff meetings to review, share ideas, and discuss the content of the learning process

Appendix 1: Curriculum map (Long Term Plan for across the whole school)

RSHE

Year 1 2022 – 2023

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------|---|---|--|---|---|--|
| EYFS | Families and people who care for me PSHE Association: Self-awareness (People who are special to us) | Respectful Relationships PSHE Association: The world I live in (Respecting differences between people) | Changing adolescent body PSHE Association: Changing and Growing (Baby to adult) | Caring Friendships PSHE Association: Self-awareness (Playing and working together) | Health and Prevention PSHE Association: Healthy Lifestyles (Keeping well) | Mental Wellbeing PSHE Association: Managing feelings (Identifying and Expressing feelings) |
| Pre-Formal | Families and people who care for me PSHE Association: Self-awareness (People who are special to us) | Respectful Relationships PSHE Association: The world I live in (Respecting differences between people) | Changing adolescent body PSHE Association: Changing and Growing (Baby to adult) | Caring Friendships PSHE Association: Self-awareness (Playing and working together) | Health and Prevention PSHE Association: Healthy Lifestyles (Keeping well) | Mental Wellbeing PSHE Association: Managing feelings (Identifying and Expressing feelings) |
| Informal | Families and people who care for me PSHE Association: Self-awareness (SA4 People who are special to us) | Health and Prevention PSHE Association: Self-care, support and Safety (SSS1 Taking care of ourselves) | Online relationships PSHE Association: Self-care, support and Safety (SSS4 Keeping safe online) | Respectful relationships PSHE Association: The world we live in (WIL1 Respecting differences between people) | Respectful relationships PSHE Association: Growing and Changing (CG4 Different types of relationships) | Healthy eating PSHE Association: Healthy lifestyles (HL1 Healthy eating) |
| Semi Formal | Families and people who care for me PSHE Association: Self-awareness (SA4 People who are special to us) | Mental Wellbeing PSHE Association: Managing Feelings (MF1 Identifying and expressing feelings) | Online relationships PSHE Association: Self-care, support and Safety (SSS4 Keeping safe online) | Healthy eating PSHE Association: Healthy lifestyles (HL1 Healthy eating) | Respectful relationships PSHE Association: The world we live in (WIL1 Respecting differences between people) | Changing adolescent body PSHE Association: Changing and growing (CG1 Baby to adult) |
| Semi Formal Post 14 | Respectful relationships, including friendships PSHE Association: Changing and Growing (CG2 Friendships) | Mental Wellbeing PSHE Association: Managing feelings (MF1/MF2) | Physical health and Fitness PSHE Association: Healthy Lifestyles (HL1 Elements of Healthy Lifestyles) | Online and Media PSHE Association: The world I live in (WIL2 Managing online information) | Being safe PSHE Association: Self Awareness (SA3 Prejudice and Discrimination) | Intimate and sexual relationships, including sexual health PSHE Association: Self-care support and safety (SSS6 Private and Public) |
| Formal KS1-KS2 | Online relationships PSHE Association: Self-care, support and Safety (SSS4 Keeping safe online) | Mental wellbeing PSHE Association: Managing feelings (MF1 Identifying and expressing feelings) | Caring friendships PSHE Association: Self-Awareness (SA3 Playing and working together) | Health and Prevention PSHE Association: Self-care, support and Safety (SSS1 Taking care of ourselves) | Respectful relationships PSHE Association: The world we live in (WIL1 Respecting differences between people) | Physical health and fitness PSHE Association: Healthy Lifestyles (HL2 Taking care of physical health) |
| Formal | Healthy eating | Online and Media PSHE Association: Self- | Respectful relationships, including friendships | Intimate and sexual relationships, including | Mental wellbeing PSHE Association: | Being safe |

| | | | | | | |
|-----------------------|---|---|--|--|---|--|
| KS3 | Drugs, alcohol & tobacco PSHE Association: Healthy Lifestyles (HL4/5/6/7 Healthy eating/ Body image/ Medicinal drugs / Drugs, alcohol and Tobacco) | care, support & safety (SSS4 Keeping safe online) | PSHE Association: The world I live in (WIL1 Diversity, rights and responsibilities) | sexual health PSHE Association: Changing and growing (CG1 Puberty) | Managing feelings (Strong feelings) | PSHE Association: Self-Awareness (SA4 Managing pressure) |
| Formal Post 14 | Respectful relationships, including friendships PSHE Association: Changing and Growing (CG2 Friendships) | Mental Wellbeing PSHE Association: Managing feelings (MF1/MF2) | Physical health and Fitness PSHE Association: Healthy Lifestyles (HL1 Elements of Healthy Lifestyles) | Online and Media PSHE Association: The world I live in (WIL2 Managing online information) | Being safe PSHE Association: Self Awareness (SA3 Prejudice and Discrimination) | Intimate and sexual relationships, including sexual health PSHE Association: Self-care support and safety (SSS6 Private and Public) |

We have ensured for a board and balanced delivery of the above topics over a 3-year cycle. However, we are flexible with our teaching & learning and on occasion we will change the topics which are taught. This may be when something like a world-wide pandemic happens and teaching may then be adapted to suit the individual needs of our pupils. It would also be appropriate to change the topic if something was noted as being a current topic of discussion for our pupils.

Please ask the RSHE lead for further information on each topic, however they are covered in more detail in Appendix 2.

These are the current age of pupils in each class at the time of the policy being updated. Progression & coverage can be viewed via our assessment methods and recording of work.

Appendix 2: By the end of primary school pupils should know

| Topic | Pupils should know |
|--|---|
| Families and people who care about me | <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |

| | |
|---------------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults |
| Online relationships | <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online |
| Being safe | <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources |

Appendix 2: By the end of secondary school pupils should know

| Topic | Pupils should know |
|--|---|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g., that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g., how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| | |
|-------------------------|---|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g., pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship
- That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women
- That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others
- That they have a choice to delay sex or to enjoy intimacy without sex
- The facts about the full range of contraceptive choices, efficacy and options available
- The facts around pregnancy including miscarriage
- That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)
- How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment
- How the use of alcohol and drugs can lead to risky sexual behaviour
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Please bare in mind that what all pupils should know by the end of primary and secondary school is a rough guidance and is mainly designed to support mainstream pupils. As a school we will use the primary outcomes as the fundamental building blocks to develop our pupils' skills and knowledge in all of the topics.

As a school we have a duty of care to adapt and differentiate our teaching and learning for all of our pupils, therefore teaching what we deem as suitable to the individual.

The secondary outcomes and topics are used where and when we feel necessary (please see Appendix 1). It is important for our pupils that they continue to work on the fundamental stages of the primary building blocks before moving onto the secondary stage of learning. However, we recognise that certain areas, e.g., Changing Adolescent Body and Intimate and sexual relationships, including sexual health are vitally important stages of learning for our secondary age pupils so that they continue to learn about what is happening to their changing bodies.

It is also important to note that as a school we have also added the Physical and Mental Health and Wellbeing topics to our RSHE policy and long-term plans (See Appendix 1 for topics).

Appendix 3: RSHE Recovery curriculum

Core Theme 1: Health & Wellbeing

| | To be used as a building block, developing fundamental skills | Can be used as a more progressive outcome |
|--|--|--|
| Healthy Lifestyles (Physical Wellbeing) | <ul style="list-style-type: none"> • Why sleep is important and different ways to rest and relax • People who help us to stay physically healthy • Simple hygiene routines that can stop germs from spreading • That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health | <ul style="list-style-type: none"> • How to make informed decisions about health • How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • How sleep contributes to a healthy lifestyle; • routines that support good quality sleep; • the effects of lack of sleep on the body, feelings, behaviour and ability to learn • What good physical health means; how to recognise early signs of physical illness • How regular (daily/weekly) exercise benefits mental and physical health (e.g., walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it |
| Keeping Safe | <ul style="list-style-type: none"> • Rules and age restrictions that keep us safe • The people whose job it is to help keep us safe • To recognise risk in simple everyday situations and what action to take to minimise harm | <ul style="list-style-type: none"> • Reasons for following and complying with regulations and restrictions • Strategies for keeping safe in the local environment or unfamiliar places • How to predict, assess and manage risk in different situations • What is meant by first aid; basic techniques for dealing with common injuries • The importance of taking medicines correctly and using household products safely, (e.g., following instructions carefully) |

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| Mental Wellbeing | <ul style="list-style-type: none"> • Different feelings that humans can experience • How to recognise and name different feelings • How feelings can affect people's bodies and how they behave • Change and loss (including death); to identify feelings associated with this; to recognise what helps others feel better • Things that help people feel good (e.g., playing outside, doing things they enjoy, spending time with family, getting enough sleep) • Recognise that not everyone feels the same at the same time, or feels the same about the same things | <ul style="list-style-type: none"> • Everyday things that affect feelings and the importance of expressing feelings • That mental health, just like physical health, is part of daily life; the importance of taking care of mental health • Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new classes, places, schools etc. |
| Ourselves, Growing and Changing | <ul style="list-style-type: none"> • To recognise what makes them special • How to manage when finding things difficult • To identify what they are good at, what they like and dislike • Growing and changing from young to old and how people's needs change • Preparing to move to a new class etc. | <ul style="list-style-type: none"> • To recognise their individuality and personal qualities • Personal identity; what contributes to who we are (e.g., ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • How new opportunities and responsibilities that increasing independence may bring • Strategies to manage transitions between classes, places etc. • How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking |

Core Theme 2: Relationships

| | To be used as a building block, developing fundamental skills | Can be used as a more progressive outcome |
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| Families and Close Positive Relationships | <ul style="list-style-type: none"> To identify the people who love and care for them and what they do to help them feel cared for The roles different people (e.g. acquaintances, friends and relatives) play in our lives That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried | <ul style="list-style-type: none"> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) That a feature of positive family life is caring relationships; about the different ways in which people care for one another How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty |
| Friendships | <ul style="list-style-type: none"> How to recognise when they or someone else feels lonely and what to do Simple strategies to resolve arguments between friends positively How people make friends and what makes a good friendship How to ask for help if a friendship is making them feel unhappy | <ul style="list-style-type: none"> The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing The importance of seeking support if feeling lonely or excluded Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them How friendships can change over time, about making new friends and the benefits of having different types of friends What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships |

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| <p>Respecting Self and Others</p> | <ul style="list-style-type: none"> • What is kind and unkind behaviour, and how this can affect others • To recognise the ways in which they are the same and different to others • How to treat themselves and others with respect; how to be polite and courteous • How to listen to other people and play and work cooperatively • How to talk about and share their opinions on things that matter to them | <ul style="list-style-type: none"> • To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • Personal behaviour can affect other people; to recognise and model respectful behaviour online • Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background • How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with • To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships |
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Core Theme 3: Living in the Wider World

| | To be used as a building block, developing fundamental skills | Can be used as a more progressive outcome |
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| Communities | <ul style="list-style-type: none"> • The different groups they belong to • The different roles and responsibilities people have in their community • Recognise the ways they are the same as, and different to, other people | <ul style="list-style-type: none"> • Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • To value the different contributions that people and groups make to the community • Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • The different groups that make up their community; what living in a community means |
| Shared Responsibilities | <ul style="list-style-type: none"> • Things they can do to help look after their environment • What rules are, why they are needed, and why different rules are needed for different situations • How people and other living things have different needs; about the responsibilities of caring for them | <ul style="list-style-type: none"> • To recognise reasons for rules and laws; consequences of not adhering to rules and laws • Recognise there are human rights, that are there to protect everyone • The relationship between rights and responsibilities • The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others |

In support of the COVID-19 pandemic we designed a recovery curriculum to support our pupil's mental health and wellbeing with specific links to RSHE. The 3 core elements have been taken from the PSHE Association and have been adapted to suit the individual pupils within our school. This is something which we are extremely proud of and helped to settle our pupils back into the daily life of the school routine. It is also something which we could look at using in the future if we felt this was necessary.

Appendix 4: Parent form: withdrawal from sex education within RSHE

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| 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 | | | |

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