



**ACOMB PRIMARY SCHOOL**

Acomb Primary School  
**Relationships, Sex and Health Education  
Policy**

*This policy explains how staff  
can best protect the students  
they work with and themselves*

Approval Date:	April 2023
Review Date:	April 2024
Member of staff responsible:	Lee Haynes



## **Aims**

The aims of Relationships, Sex and Health Education (RSHE or RSHE) at our school are to:

- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others both in person and online
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

## **Statutory requirements**

As an academy trust primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We are required to follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Acomb Primary School we teach RSHE as set out in this policy.

(Please see appendix 1 for how our RSHE curriculum relates to the statutory guidance in relation to the PSHE and Science curriculum taught in school)

## **What is RSHE?**

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal s. RSHE involves a combination of sharing information, and exploring issues and values. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible adults.

At Acomb Primary School, children's wellbeing, happiness and safety are our first priority, and we believe that RSHE is an important part of every child's education.

## **RSHE Curriculum at Acomb Primary School**

Our RSHE curriculum is based on the SCARF scheme of work, linked to statutory guidance and the [PSHE Association](#).

Sessions are taught across all year groups as part of RSHE and Science lessons which take place on a regular basis. Each year group teaches one core unit per half term, ensuring coverage and progression.

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, LGBTQ+ 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).

### **Assessment and Monitoring in RSHE**

Children are informally assessed by staff throughout their work and the reports given to parents will reflect this. Recording of work will be in a form appropriate to the planned focus as guided by the PHSE Association planning and assessment tools. Evidence of RSHE will be in a variety of forms e.g. verbal responses as well as written work. The very nature of RSHE means that careful consideration should be given to the best means of recording. Written work may not always be appropriate and staff will use their professional judgment in this.

### **How is RSHE at Acomb Primary accessible to all pupils?**

Acomb Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth. Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment." RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Confidentiality Policy
- Equality and Objectives Policy
- Health and Safety Policy
- Computing Policy and E Safety Policy
- RE Policy
- Safeguarding/Child Protection Policy
- PSHE Policy
- Special Educational Needs Policy

### **Equal Opportunities**

All aspects of RSHE include equality of opportunity for all children and adults. For pupils with English as an additional language, appropriate support and access arrangements are planned for. Our RSHE programme

includes a sensitive, honest and balanced consideration towards children and families of all backgrounds, religions and sexualities. We make sure that our provision is inclusive of all pupils and consistent with the Equalities Act 2010.

### **Special Educational Needs**

All children are given appropriate support and/or differentiated activities to allow them to access the curriculum and to reach their full potential.

### **Role and Responsibilities**

#### **The Local Governing Committee (LGC)**

The governing body will approve the RSHE policy and hold the head teacher to account for its implementation.

#### **The Headteacher**

The head teacher 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 (see section 9).

#### **Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Delivering the agreed policy and subject objectives for their class
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

#### **Pupils**

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

### **Parental concerns and withdrawal of students**

Here at Acomb, we are keen to keep an active partnership with parents/carers. We will seek their views and keep them informed of when RSHE will be delivered and what it will entail. We will make sure that every opportunity is given to understand the purpose and content of RSHE, ensuring good communication and opportunities for parents to understand and ask questions about the school's approach. In turn, we hope this will increase confidence in the curriculum. Parents do not have the right to withdraw their children from relationships education. Parents do however, have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE. Requests for withdrawal should be put in writing and addressed to the head teacher. The head teacher will want to discuss the benefits of

receiving this important education and any detrimental effects that withdrawal might have on the child. Alternative work will be given to pupils who are withdrawn from sex education.

### **Confidentiality & Answering difficult questions**

Topics of a sensitive nature may arise in RSHE. Teachers cannot offer or guarantee pupils unconditional confidentiality, but will in all cases adhere to the 1998 Data Protection Act. Teachers are not legally bound to inform parents or the head teacher of any disclosures unless the head teacher has specifically requested them to do so. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting, through teaching techniques such as having a set of ground rules and using distancing techniques to reduce the chances of this happening. In addition, if teachers do not know the answer to a particular question, or feel that the question is inappropriate for the age of that child which raises concerns, the teacher will acknowledge it and promise to attend to it on an individual basis. Furthermore, child protection procedures will be adhered to.

### **Keeping safe online**

RSHE has an important link to the e-safety/acceptable use policy and the Computing policy, which teaches about online safety. It is vital for RSHE to teach that the internet and social media are important resources for learning and information, and a great opportunity to build social networks, as well as teaching about the risks and how to stay safe online.

### **Training**

Staff are trained on the delivery of RSHE and it is included in our continuing professional development calendar. The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.