

Relationship, Sex and Health Education Policy – appendix

Redgate Primary Academy

September 2024

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1 Introduction

At Redgate Primary Academy, we adhere to the Diverse Academies Trust Relationships and Sex Education Policy. [DAT Relationships and Sex Education Policy](#)

Curriculum Vision

Redgate Primary Academy aims to deliver an enriching, challenging and highly personalised curriculum that promotes children to achieve the best possible outcomes and reflects the world in which they live in today.

Through inclusive cross-curricular and engaging experiences, the children will foster a passion for learning, developing them academically, socially, emotionally, and physically, in order to fulfil their true potential and participate fully in society.

Overview

At Redgate Primary, we have worked hard to tailor our curriculum to be exciting, broad, balanced and innovative, specifically designed to meet the needs of our children with learning disabilities including Autism. Our children have an extremely wide range of associated learning needs as well as a complex profile of additional needs.

Our Curriculum offers a positive and supportive framework that helps our children receive an education that enables them to fulfil their aspirations and to become active citizens.

Key Aims

Enable children to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy being with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners and to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal goals).

2 Relationships, Sex and Health Education

Intent

At Redgate Primary Academy, we understand the importance of educating children about relationships, sex and their health, for them to make responsible and well-informed decisions in their lives. A key part of this relates to relationships education, which must be delivered to every primary aged child. In addition, all state-funded primary schools are also required to teach health education. At Redgate Primary, we also have the option to decide whether primary-aged children are taught sex education. The decision to teach sex education is determined by emerging individual child's needs and a personalised package of learning will be agreed with parents and delivered on a one-to-one basis.

Relationships education focuses on giving children the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping children with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, developmentally appropriate and evidence-based relationships, sex and health curriculum for all our children. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered to enable children to be healthy, responsible members of the wider community and to improve and maximise their independence skills.

The teaching of RSHE can help to prepare children for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of children at school and in the wider society. Furthermore, to become aware of their rights and responsibilities to empower them to become positive members of a diverse and multicultural society.

Children should continue to develop relationships, explore the world around them, develop confidence and build upon emotional resilience. Children are encouraged to play a positive and active role in contributing to the life of the school, and wider community.

3 Values and Ethos

Aims

The aims of Relationships, Sex and Health Education at Redgate Primary are to:

- Help our children develop confidence in communicating, listening and thinking about feelings and relationships (developing emotional resilience)
- Enable children to have the confidence and self-esteem to value themselves and others
- Help them understand about the range of relationships, including the importance of family, friends, and different sexualities
- Help children develop feelings of self-respect, confidence and empathy
- Enable children to name or recognise parts of the body and how their bodies work
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help develop an understanding of how physical changes can affect emotional responses (female & male hormonal changes) and to help children to self-manage these
- Enable children to recognise unsafe situations and learn how protect themselves, knowing where to seek help and advice
- Provide a safe and happy environment in which sensitive discussions can take place
- Help children understand the importance of hygiene and how safe routines can prevent the risk of infection and spreading of a virus
- Develop the opportunities for children to be able to make different choices
- Develop children's skills to be able to turn take, share, tolerate others, work together, and respect each other's views
- Help children become healthy, happy, and independent individuals
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors/advisers.

4 Legislation

Documents that inform the academy's RSHE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspectors Act (2006)
- Equality Act (2010)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2023)
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

5 Organisation of the Curriculum

At Redgate Primary Academy we have children aged between 3 and 11, therefore the Primary areas of RSHE are covered. As a special academy, Redgate Primary does have some flexibility to adapt the curriculum to determine an age-appropriate, developmental curriculum, which meets the needs of our children. RSHE is accessible to all primary children aged 5 to 11 years. We provide high quality teaching which is adapted and personalised to meet all the statutory requirements outlined. As well as supporting preparation into adulthood and within the wider community.

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

To further meet the statutory requirements, we tailor our content and teaching to meet the specific needs of children at different developmental stages. We 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).

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

6 Delivery of the Curriculum

The majority of the RSHE curriculum is delivered through PSHE education. There is at least one PSHE lesson per week, where appropriate according to development levels of individual children. All elements of the PSHE education are weaved within other cross-curricular lessons and throughout children's daily routines.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to children clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for children to embed new knowledge so that it can be used confidently in real-life situations.

The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development. The curriculum lead and teachers ensure that all teaching and materials are appropriate for the ages of the children, their religious backgrounds, and their developmental stages. Lesson plans provide appropriate challenge for children and are adapted for individual children's needs.

Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, dependent on the cognitive level of children.

Children are taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate, inclusive and respectful way. We endeavour to support all children to feel that the content is relevant to them and their developing sexuality.

At the point we consider it appropriate to teach children about sexual relationships, we ensure that LGBTQ+ content is fully integrated into the RSHE curriculum, rather than delivered as a standalone unit or lesson.

Children may be taught in smaller groups, or on a one-to-one basis dependent upon the nature of the topic being delivered at the time, and the cultural background of the children where it is appropriate to deal with these issues with heightened sensitivity.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of the children, and sensitive to their needs.

Inappropriate images, videos, etc., are not used, and resources are selected with sensitivity given to the age, developmental stage, and cultural background of the children. Children are prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the DAT Online Safety Policy.

Teachers establish what is appropriate for one-to-one and whole class settings and alter their teaching of the programme accordingly. Teachers ensure that lesson plans are centred around reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

Teachers ensure that children's views are listened to, and children are encouraged to ask questions and engage in discussion, using their main mode of communication. Teachers answer questions sensitively, honestly and in a manner appropriate to the child's age and development stage.

Teachers ensure children are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.

Teachers focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise children based on their home circumstances.

Primary

Relationships Education Overview

For our primary aged children 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

Health Education Overview

With compulsory health education, which focuses on teaching the characteristics of good physical health and mental wellbeing including:

- 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

We use the primary outcomes as the fundamental building blocks to develop our children's skills and knowledge in all of the topics.

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

All 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 (examples of families could 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. 'The great big book of families' or 'Daddy, papa and me'. This enables our children to learn via interactive sessions and through sharing stories.

Our children learn best through small steps and repetition, which is adapted to suit their needs.

7 Mental Health and Wellbeing

Teaching about mental wellbeing is at the core of our curriculum, as it is a priority to ensure that all of our children are happy and are developing strategies to manage change/challenges in their lives. Our programme of study uses a mindful approach, which enables our children to regularly reflect on their feelings in the here and now and help our children to develop strategies to manage their emotions.

We also ensure that through our PE teaching, reference is made to how exercise impacts positively on your mental wellbeing. Within our teaching of relationships education, the content will give our children the knowledge and capability to ask for help and know where to go for additional support if problems arise (both online or in real life).

8 Personalisation

We teach RSHE through an adapted curriculum which allows different aspects to be taught throughout a range of lessons and subject areas, e.g., science, PE, PSHE and RE. A child's knowledge and understanding should never be underestimated and our RSHE curriculum is personalised to support their understanding regarding the development of his/her own body, reflecting on family relationships and friendships, as well as traditions associated with birth, marriage and death from a range of different cultures and groups within society.

At Redgate Primary we adopt many teaching strategies to best suit the needs of our children, these may include:

- Interactive learning such as group time, discussions, 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 lessons
- Ensuring that teachers and support staff are confident when delivering the different lessons with suitable resources available
- Depending on the lesson being delivered, cohort of children, ages and stages of development, it may be necessary to split the girls and boys from time to time to discuss the body in single gender groups, or to deliver a 1:1 personalised session

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 and current curriculum.

9 Curriculum links

The academy seeks opportunities to draw links between RSHE and other curriculum subjects wherever possible to enhance children's learning. RSHE is linked to the following subjects and areas:

- Citizenship and living in the wider world – children are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
- Computing and Online Safety – children are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.
- PE – children can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- PSHE – children learn about respect and difference, values and characteristics of individuals. Children are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
- Our School Values
- Aspects of the Religious Education scheme of work
- Class group/communication times
- Assemblies
- Themed Days/Weeks
- Use of outside visitors
- Class visits

Time is also spent promoting personal hygiene, working on individual targets (linked to EHCP's), turn taking, choice making, developing friendships and much more which all fit under the RSHE umbrella.

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 children and promote the aims of this policy at any time during the school day.

10 Equality and Accessibility

The academy understands its responsibilities in relation to the Equality Act 2010, specifically which it must not unlawfully discriminate against any child because of their protected characteristics.

These include:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The academy is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The academy understands that children with SEND or other needs, such as those with social, emotional or mental health needs, are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all children.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods to appropriately deliver the programme to children with SEND or other needs.

Provisions under the Equality Act 2010 allow our academies to take positive action, where it can be evidenced to be proportionate, to respond to disadvantages affecting a group because of a protected characteristic.

When deciding whether support is necessary to support children with a particular protected characteristic, we will consider our children's needs, including the gender, age and developmental level of our children.

To foster healthy and respectful peer-to-peer communication and behaviour between all children, the academy implements a robust Behavioural Policy, as well as a Safeguarding Policy.

The academy understands that RSHE may include topics that are triggers for teaching staff, and could relate to historic, recent, or current trauma. If this is the case, the school encourages staff to approach their line manager or the Academy designated wellbeing lead to discuss this.

11 Partnership with Parents/Carers

The role of parents/carers in the development of their child's understanding about relationships is vital. As an academy, we recognise the importance of working closely with parents and carers to support our children when developing healthy, happy relationships. As a result of this, we have ensured that this policy lays out what is taught and when. We always welcome questions from parents/carers to develop their understanding of our whole academy approach.

12 Working with External Experts

External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy. The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

Before delivering the session, we will:

- Ensure the lesson the external expert has planned fits with the academy's planned curriculum and this policy.

- Ensure the expert's credentials are checked before they can participate in delivery of the curriculum, in line with the Safeguarding Policy.
- Discuss the details of the expert's lesson plan and ensure that the content is age and developmental stage appropriate and accessible for the children.
- Ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all children's needs.
- Agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Safeguarding Policy.

13 Monitoring, Review and Assessment

The governing board is responsible for approving this policy.

This policy will be reviewed on an annual basis by the relationships, sex and health education subject leader and Principal.

The next scheduled review date for this policy is July 2025 . This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents/carers, staff or children, and issues in the academy or local area that may need addressing.

Any changes made to this policy will be communicated to all staff, parents/carers and, where necessary, children.