



**WEST VALE**  
ACADEMY

# RSHE Policy

<b>Approved by:</b>	LGB		
<b>Responsible department:</b>	PSHE and Personal Development – Miss Jade Vincent		
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## **Relationships, Sex and Health Education (RSHE) Policy**

### **Rationale and Ethos**

This is the policy of West Vale Academy on the approach taken to Relationships, Sex and Health Education (RSHE), approved by the governors November 2023 following a consultation with parents and carers.

This policy covers West Vale Academy's approach to teaching and learning of RSHE following the 2020 statutory guidance. The teaching of RSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND) by adapting teaching and learning to suit all children and all abilities. We ensure RSHE fosters gender equality and LGBT+ equality by ensuring the quality of an inclusive and diverse curriculum. This policy will be monitored on a regular basis and the effectiveness of the policy will be reported to Trustees.

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, our school will cover how to treat each other with kindness, consideration and respect. These themes closely link with our school's values and ethos, thus embedding a positive, safe learning school environment.

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

### **Legal Context**

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

The sex education element of RSHE is not compulsory in primary schools, but:

- The new curriculum states that the health element for relationships education and health education does include content on puberty, which must be taught in primary schools.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health*

*Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
  - *The Education Act 1996.*
  - *Statutory guidance, Keeping Children Safe in Education 2020.*
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- *Learning and Skills Act (2000)*
  - *Education and Inspections Act (2006)*
  - *Supplementary Guidance SRE for the 21st century (2014)*
  - *Children and Social Work Act (2017)*
  - *Relationship Education, Relationships and Sex Education (RSE) and Health Education (2020)*

### **Relationships**

Relationships education aims to give children the knowledge, confidence and information to make informed decisions about future and current relationships. Children will be given the knowledge on the wider context of our local area by delving into different family times and cultures in a respectful and safe way. Pupils will be equipped to identify negative features within a relationship quickly and respond to this by seeking support by trusted adults.

By the end of year 6, children at West Vale Academy will have been taught content on:

- families and people who care for me
- caring friendships
- respectful and healthy relationships
- online relationships
- being safe

### **Health**

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating

- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

### **Right to withdraw from sex education**

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The Kapow Primary lessons that are deemed to be sex education are:

#### **• Year 6: Safety and the changing body, Lesson 5: Conception**

#### **• Year 6: Safety and the changing body, Lesson 6: Pregnancy and birth**

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- In advance, the teacher will advise parents as to when the sex education sessions are going to be delivered in school. This is also followed by a letter from the PSHE lead.
- Parents/carers should contact the PSHE lead by email prior to the day of the lesson.
- Parents/carers will be invited in for a meeting. The meeting will give an opportunity for the school and the parent/carers to discuss concerns, share content of the sessions and to outline the impact on the children of missing sex education lessons.
- Children who are withdrawn will spend the duration of the lesson in a different classroom covering another aspect of the RSE / PSHE curriculum independently.

### **Roles and Responsibilities**

The PSHE coordinator (Miss Jade Vincent) is responsible for RSHE. It is their role to ensure parents and staff are informed about the RSHE policy, that the policy is implemented effectively and that members of staff are given sufficient training so that they can teach effectively and handle any difficult issues with sensitivity. The RSHE programme will be led by PSHE coordinators in school and it will be taught through PSHE by class teachers following curriculum overviews. Staff will receive RSHE training on the new guidance and how to deliver it effectively in the classroom.

### **Curriculum**

Refer to individual school PSHE mapping documents. See Apendicies.

### **SEND**

Relationships Education and RSHE can be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in planning and teaching these subjects.

Teachers should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law. We encourage our parents to discuss concerns in regards to content with the class teacher. Adaptations to content will be made for those children who may need a more bespoke curriculum.

### **Safe and Effective Practice**

We will ensure a safe learning environment by teachers and pupils agreeing ground rules for class discussions. Pupils will be able to raise questions anonymously by the use of worry boxes around school and are aware of adults that they can approach for any sensitive issues that they may need support with. All staff teaching RSHE will be supported by the PSHE lead and Senior Management in school where necessary. When children are in class discussions, they are encouraged to not use names of pupils as examples of negative scenarios.

### **Assemblies**

Assembly topics and themes are mapped out for the year. At West Vale Academy, we explore a variety of themes and ensure our children are aware of the world around them. Each week we have a personal development question which links with RSHE. All children are required to attend assemblies. Parents cannot withdraw their child from assemblies as the content covered is age-appropriate and links to the mandatory health and relationships element of the RSHE DfE statutory guidelines. If parents have concerns surrounding the content of assemblies, they must follow the following protocol:

1. First, speak to class teacher to raise concerns.
2. Second, if concerns are still present, speak to the PSHE lead.
3. Finally, arrange a consultation meeting with the Principle or Vice Principle.

### **Safeguarding**

When teaching any sensitive topic, such as RSHE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

If relevant, there may be conversations around protecting and supporting children for whom some of this work may make them vulnerable due to previous safeguarding concerns, past child protection investigations, ongoing concerns or changes in family or living situations if these may be triggered by scenarios or topics in their planned lessons.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

### **The Role of Parents**

We believe that successful teaching around RSHE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSHE as we recognise it can be a sensitive subject for some families for a number of reasons. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values.

As part of our whole school approach to RSHE, planned information evenings to allow parents to be fully aware of what is being taught and view the materials and resources that will be used.

Parents do not have the right to withdraw their children from Relationship Education at any age. Sex Education is not compulsory in primary schools but primary schools are allowed to teach it if they want and many do. However, a parent has the automatic right to withdraw their child from sex education if taught at primary school and content is not part of statutory National Curriculum Science. If parents do decide to withdraw their child, they should inform the principal who will find other provision for the child to engage in during the lesson. We will notify parents when sex education will be taught, by letter, and further details of the lessons will be provided to parents upon request.

### **External Contributors**

Visitors can enhance children's learning. External contributors may include people from the community, such as: e.g. health promotion specialists, school nurses, social workers, and community police and fire officers. We believe that visitors make a valuable contribution to the RSHE programme. Their input should be carefully planned and monitored so as to fit into and complement the programme. Teachers **MUST** always be present during these sessions and remain responsible for the delivery of the RSHE and PSHE programme.

Teachers will select visitors in liaison with the PSHE leader. The following will be used to guide the use of visitors:

- The school may decide to use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

### **Monitoring, Reporting and Evaluation**

The PSHE co-ordinator and Principal will be responsible for monitoring the delivery of the programme and evaluating RSHE in line with other subjects. Monitoring will consist of:

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience

### **RSHE policy review date**

This policy will be reviewed in September 2024. It will ensure that it continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.

### **Glossary of Terms**

LGBT+ – Lesbian, Gay, Bisexual, Transgender

PSHE - Personal Social Health and Education

RSHE – Relationship, Sex and Health Education

SEND – Special Education Needs and Disabilities



## Appendices

### Appendix 1 – Progression of Skills Curriculum

#### Progression of skills - PSHE

	EVFS	Year 1/2 Cycle A- Kapow	Year 3/4 Cycle A Kapow	Year 4/5 (Year 4 Planning)	Year 6
Families and Relationships	<p>Being to talk about special people in their life and why they are special.</p> <p>Develop strategies on how to share with others.</p> <p>Begin to know what makes a good friend.</p> <p>What is different and the same about people. What makes you different?</p> <p>What it means to feel valued.</p> <p>Learning to work as a team.</p> <p>Developing listening skills.</p>	<p>Understand that people can have different types of families but we are loved.</p> <p>Understand what signs of a good friendship looks like.</p> <p>Know that people can show their feelings in different ways to you.</p> <p>Begin to understand the skills needed to keep a friendship.</p> <p>Begin to learn what a stereotype is in general and how it is unfair.</p>	<p>Identify that friendships have good and bad moments but these can be resolved with different strategies.</p> <p>To know the impact bullying can have on the victim and witnesses.</p> <p>Recognise that gender, age and disability stereotyping happens in society.</p> <p>To understand that friendships have boundaries including physical contact.</p> <p>Begin to understand how to deal with change and loss.</p>	<p>To consistently use respectful language to discuss different family types.</p> <p>To identify and know how to set and deal with emotional and physical boundaries within friendships.</p> <p>Know how my actions and behaviour can affect other people and build strategies to rectify my errors.</p> <p>Know how to help someone who has experienced bereavement.</p>	<p>Identify ways to resolve a conflict through negotiation, compromise and empathy.</p> <p>Identify ways and skills needed to challenge stereotypes.</p> <p>Understand and value the importance of respect within any relationship including intimate relationships.</p> <p>The ability to understand that grief is different for everyone and as good citizens we must respect that.</p>
Health and Wellbeing	<p>Be able to say ways that they can take care of themselves.</p> <p>Explore how exercise affects different parts of the body.</p> <p>Identify a character's emotion within a story.</p>	<p>Begin to develop strategies to handle different emotions.</p> <p>Understand how relaxation, sleep and happiness is important to our health.</p> <p>Understand the importance of respect.</p>	<p>To be able to keep track of healthy habits.</p> <p>Know how changes to diet and dental health can impact your life experiences.</p> <p>Develop healthy strategies for diet and dental health.</p>	<p>I know how to independently look after my teeth.</p> <p>Identify what makes me feel calm and relaxed and identify when these strategies need to be used.</p>	<p>Know different strategies on how to prevent illness.</p> <p>Identify actions if they have concerns regarding a person's health.</p> <p>Know how to maintain good habits by setting achievable goals for a healthy lifestyle.</p>

	<p>Begin to express their own feelings and wants.</p> <p>Build coping strategies to regulate emotions and behaviour, socially and emotionally.</p> <p>Be able to link facial expressions to emotions.</p>	<p>Have the skills on how to wash hand effectively to stay healthy.</p> <p>Know how to apply sun cream to keep safe.</p> <p>Understand that some foods can cause allergic reactions and who to tell if this happens.</p> <p>Identify jobs and members of public including families who help us when we are sick</p>	<p>Begin to identify simple aspects of identity including: family, gender and likes.</p> <p>To identify what strengths and weaknesses are.</p> <p>Understand how happiness is important to myself and others and how happiness is our responsibility.</p>	<p>Develop the skill of visualisation to aid relaxation.</p> <p>Explore how my skills can be used to undertake certain jobs.</p> <p>Develop the skill to appreciate the emotions of others in different situations.</p> <p>Taking responsibility for my emotions by knowing I can control some things but not everything in life.</p> <p>Develop a growth mind-set.</p>	<p>Have a bank of strategies for being resilient in difficult situations.</p> <p>Know how to develop identified personal qualities further.</p>
Safety and the Changing Body	<p>Know why we have rules and why it is important to follow the rules.</p> <p>Explore what a pedestrian is and how to be a safe pedestrian.</p>	<p>Know how to speak to an adult is different in how you would speak to a friend.</p> <p>Identify who can keep us safe in the local community.</p> <p>Know how to keep safe by roads.</p> <p>Know how to keep safe near medicines and know how to look out for danger signs on bottles.</p> <p>Be able to call 999 and respond appropriately in an emergency.</p>	<p>Explore choices and decisions that I can make in person and online.</p> <p>Identify how to respond to cyber bullying</p> <p>Identify things people might do near roads that are unsafe.</p> <p>Knowing what to do in a medical emergency, including calling the emergency services.</p> <p>Exploring that people and things can influence me and</p>	<p>Know about the benefits and risks of sharing personal information online.</p> <p>Know what to do if an adult makes you feel uncomfortable.</p> <p>Be able to discuss the benefits of being a non-smoker.</p> <p>Identify some physical and emotional changes during puberty and begin to build strategies to deal with these.</p>	<p>Be able to identify how reliable an online source is.</p> <p>Identifying the issues and trustworthiness of an online relationship.</p> <p>The knowledge of why people chose to drink or not drink alcohol to lead to informed choices later in life.</p> <p>Know the difference between prescription and non-prescription drugs and their effects.</p>



		<p>Know the differences between a secret and a surprise.</p> <p>Understand appropriate contact and privates are privates as well as who to talk to if this occurs.</p>	<p>that I need to make the right decision for me.</p> <p>Know who to speak to if an adult makes you feel uncomfortable</p>	<p>Know how to help someone who is having an asthma attack.</p>	<p>Know how to help someone who is choking and can equally help to put someone into the recovery position.</p> <p>Discuss problems encountered during puberty and issues surrounding consent.</p>
Citizenship	<p>Know that we all have rules to follow to keep everything safe and enjoyable for everyone.</p> <p>To understand that similarities and differences make us special.</p> <p>Accept that we all can have different beliefs and celebrate special events in different ways.</p>	<p>Recognising why rules are necessary and why we have them in place.</p> <p>Exploring the differences between people.</p> <p>Being able to recognise the groups that we belong to.</p> <p>Identifying positives and negatives about the school environment and how to look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Discuss ways we can make a difference to recycling rates at home/school.</p> <p>Being able to identify local community groups and how they support the community.</p> <p>Know the responsibilities that adults and children have to maintain children's rights.</p> <p>Know how children's rights help them and other children.</p> <p>Identify why reusing items can benefit the environment.</p>	<p>Know how to protect their human rights.</p> <p>Identify the benefit of reusing items for recycling within our local community.</p> <p>Identify the benefits different groups bring to the local community.</p>	<p>Be able to identify and challenge environmental issues.</p> <p>Understand how Human Rights protect us.</p> <p>Know what causes are important to us with backed up reasons.</p> <p>Know ways to challenge and prevent discrimination and prejudice.</p>
Economic Wellbeing	N/A	Ability to discuss how to keep money safe.	Discussing the range of feelings that money can cause and the different		Recognising differences in how people view and deal with money linking to
		<p>Know what to do if we find money.</p> <p>Developing an understanding of how banks work.</p> <p>Identifying whether something is a want or need.</p> <p>Exploring the reasons why people choose certain jobs.</p>	<p>attitudes people have to money.</p> <p>Exploring the impact our spending can have on other people including some impacts of <u>losing</u> money.</p> <p>Exploring the factors which affect whether something is value for money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>Explore factors which affect whether something is value for money and apply to real-life scenarios.</p> <p>Exploring the impact our spending can have on other people including some impacts of <u>losing</u> money.</p> <p>Exploring the factors which affect whether something is value for money.</p> <p>Identifying negative and positive influences that can affect our career choices.</p>	<p>emotions and consequences of debt.</p> <p>Know the risks associated with gambling.</p> <p>Identify future careers and job prospects based on identity, subjects and passions.</p>
Identity (Year 6 only)	N/A	N/A	N/A	N/A	<p>Identify factors that makes up their own identity and others and respect how other people see us.</p> <p>Know how identity can be influenced by the media.</p>
Transition	N/A				Exploring a greater range of strategies to deal with feelings associated with change.

**Appendix 2**

★ **PSHE and RSHE coverage 23/24**

Health and Wellbeing

Transition

Safety and the Changing Body

Economic Wellbeing

Families and Relationships

Citizenship

Identity

**Year R/1**

Families, healthy friendships, recognising other's emotions, working with others, friendship issues  
 Understanding my emotions, getting ready for bed, relaxation, handwashing, sun safety, allergies, people who keep us healthy  
 Adults in and out of school, being lost, calling 999, appropriate touch, safety with substances, people who keep me safe  
 Rules, caring for animals, belonging, democratic decisions  
 Introduction to money, banks, building societies, keeping money safe, jobs in school

**Year 4/5**

Healthy friendships, respect, behaviour, families in the wider world, stereotypes – gender and disability  
 Teeth, visulisation, celebrating mistakes, emotions, mental health  
 Age restrictions, asthma, introduction to puberty, tobacco.  
 Human rights, the environment, community, diversity, diverse communities, local councilors  
 Spending, tracking money, influences on career choices, changing jobs  
 Coping strategies and setting goals

**Year 2/3**

My family, different families, other people's feelings, manners and courtesy, change and loss  
 Experiencing different emotions, being active, dealing with loss, breathing exercises  
 Introduction to the internet, communicating online, naming body parts including privates, privates are privates  
 Rules beyond school, the local environment, jobs and change within my community, school council  
 Where does money come from, wants and needs, looking after money, jobs  
 Transition linked with emotions

**Year 5/6**

Respect, marriage and stereotypes  
 Mental health, sun protection, rest  
 Alcohol, drugs, social media, online safety, puberty – Year 6- conception and childbirth  
 Law, prejudice, discrimination, caring for others, rights and responsibilities  
 Income and expenditure, careers, risks with money  
 Body image and identity  
 Dealing with change



*Care, share, discover and learn*

		<p>Know the differences between a secret and a surprise.</p> <p>Understand appropriate contact and privates are privates as well as who to talk to if this occurs.</p>	<p>that I need to make the right decision for me.</p> <p>Know who to speak to if an adult makes you feel uncomfortable</p>	<p>Know how to help someone who is having an asthma attack.</p>	<p>Know how to help someone who is choking and can equally help to put someone into the recovery position.</p> <p>Discuss problems encountered during puberty and issues surrounding consent.</p>
Citizenship	<p>Know that we all have rules to follow to keep everything safe and enjoyable for everyone.</p> <p>To understand that similarities and differences make us special.</p> <p>Accept that we all can have different beliefs and celebrate special events in different ways.</p>	<p>Recognising why rules are necessary and why we have them in place.</p> <p>Exploring the differences between people.</p> <p>Being able to recognise the groups that we belong to.</p> <p>Identifying positives and negatives about the school environment and how to look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>Discuss ways we can make a difference to recycling rates at home/school.</p> <p>Being able to identify local community groups and how they support the community.</p> <p>Know the responsibilities that adults and children have to maintain children's rights.</p> <p>Know how children's rights help them and other children.</p> <p>Identify why reusing items can benefit the environment.</p>	<p>Know how to protect their human rights.</p> <p>Identify the benefit of reusing items for recycling within our local community.</p> <p>Identify the benefits different groups bring to the local community.</p>	<p>Be able to identify and challenge environmental issues.</p> <p>Understand how Human Rights protect us.</p> <p>Know what causes are important to us with backed up reasons.</p> <p>Know ways to challenge and prevent discrimination and prejudice.</p>
Economic Wellbeing	N/A	Ability to discuss how to keep money safe.	Discussing the range of feelings that money can cause and the different		Recognising differences in how people view and deal with money linking to