



The
Maltby Learning Trust

Relationships and Education; Relationships and Sex Education (RSE) and Health Education

Date Reviewed	September 2019
Reviewed by:	Primary Executive Principal
Approved by:	CEO

POLICY UPDATE

This policy will be reviewed regularly and will be next updated in 2020 or if changes to the curriculum or organisation within the school, or new guidance from the Government determine that it should be sooner.

GUIDANCE DOCUMENTS:

Relationships and Education, Relationships and Sex Education (RSE) and Health Education. DfE Draft Guidance. February 2019

Sex and Relationships Education Guidance DfEE (0116/2000)

Equality Act 2010. (To ensure SRE is taught in the context of current relevant legislation)

Sex and Relationships Education (SRE) for the 21st Century 2014, supplementary advice (Brook, PSHE Association & SEF)

'Working in Partnership – Visitors Policy', South Yorkshire Healthy Schools.

'SRE Curriculum 3-14' National Children's Bureau – Sex Education Forum 2013

SECTION 1

INTRODUCTION

Maltby Learning Trust (MLT) Academies recognise that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. While this presents many positive and exciting opportunities, it also carries significant challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

MLT Academies believe that high quality Relationships, Sex and Health Education (RSHE) helps create safe school communities in which pupils can grow, learn, and develop positive, healthy behaviour for life. It is essential for the following reasons:

- Children and young people have a right to good quality education, as set out in the United Nations Convention on the Rights of the Child.
- Children and young people want to be prepared for the physical and emotional changes they undergo at puberty, and young people want to learn about relationships. Ofsted reinforced this in their 2013 *Not Yet Good Enough* report.
- RSHE plays a vital part in meeting schools' safeguarding obligations. Ofsted is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships.
- Schools and academies maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSHE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve, and can play a crucial part in meeting these obligations.
- RSHE contributes to the SMSC provision in MLT academies.

Comprehensive relationships, sex and health education, taught as part of the overall framework for Personal, Social and Health Education (PSHE) (Lifeskills in secondary academies), in a safe environment, fosters self-esteem, self-awareness, a sense of moral responsibility and the confidence and ability to resist abuse, exploitation (including on line exploitation) and unwanted sexual experience.

A comprehensive programme of RSHE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. (see appendix 4 The principles of High Quality Sex and Relationships Education - including those with a religious character.)

MLT Academies recognise that RSHE education is for all pupils in the school, taking into account all of their needs e.g. gender, religion, sexual orientation, special educational needs, maturity, ability etc.

SECTION 2

AIMS AND OBJECTIVES OF RSHE

AIM

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of pupils at the MLT academies and to prepare pupils for opportunities, responsibilities and experiences of adult life.

OBJECTIVES

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, impart an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Impart an expectation of nurture, love, security and stability within family relationships
- Enable students to understand what constitutes caring and respectful friendships where trust can be fostered, and understand what constitutes bullying. To further understand by secondary school those behaviours which are coercive, controlling and abusive as well as sexual harassment and sexual violence
- Develop students ability to keep themselves safe both on and offline, and to manage online relationships
- Ensure that by secondary school, students understand the characteristics and nuances of intimate sexual relationships including sexual health
- Provide a comprehensive health education which focuses on all aspects of health including mental wellbeing, internet safety and harm, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body

SECTION 3

PLANNING AND DELIVERY

The RSH education within the Maltby Learning Trust academies is firmly embedded in the PSHE framework and will help children and young people learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence.

The Maltby Learning Trust believes that the responsibility for planning and delivering this area of the curriculum lies firmly with the teaching staff in each Academy. RSHE is taught by classroom teachers and HLTA's, sometimes supported by classroom assistants/support staff and occasionally the school nurse. Please see Appendices for summary of work delivered and resources used in each Key Stage

It is recognised that some staff may find it uncomfortable to deliver RSHE, and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or in the classroom. Staff in each academy have expertise in this area and staff in some academies have the PSHE CPD qualification and are available to support, train and offer advice. However, it should be recognised that the issues dealt with in this policy go far beyond the explanation of 'growing up' and as such are taught in every area of the curriculum – all staff should have an awareness of how to raise awareness of the key issues discussed here.

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups and this is in line with Government Guidance *Sex and Relationships Education Guidance DfEE (0116/2000)* and the supplementary advice *Sex and Relationships Education (SRE) for the 21st Century 2014*. The same curricular content will be delivered to both boys and girls when this occurs.

A variety of teaching strategies are used in this area of the curriculum. This includes, group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc.

It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfEE guidance document 01116/2000.

RSHE is monitored through inspection of teachers' short term planning and learning walks and it is evaluated through discussion with teachers, parents and students, and end of unit evaluation sheets.

This area of the curriculum is constantly under review as a result of feedback from students and staff involved in the teaching.

There is recognition within each MLT Academy there are different values, arising not only from religion, but also from social circumstances and upbringing. Teachers need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work.

SECTION 4

VALUES FRAMEWORK

RSHE is supported by each Academy's wider curriculum for personal, social and health education. In this way each Academy can ensure that students:

- receive their RSHE in the wider context of relationships
- are prepared for the opportunities, responsibilities and experiences of adult life

The MLT believes that RSHE:

- is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- is an entitlement for all children irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- should be mindful of children's earlier experiences
- should provide consistent messages
- should be continuous and progressive
- should support children as they move from childhood through puberty to adolescence
- should provide opportunity for discussion and clarification around values and attitudes
- should provide accurate, unbiased information

Teachers and all those contributing to RSHE must work within this agreed values framework, which is in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones to the programme.

It is hoped that our comprehensive programme of RSHE will promote self-esteem and emotional well-being and will help pupils to form and maintain worthwhile and satisfying relationships both on and offline, based on respect for themselves and for others, at home, school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

RSHE is delivered in a safe, supportive environment where pupils feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Questions which pupils ask will be answered honestly and openly in line with the school's aim of giving knowledge and information appropriate to the developmental age of the pupil, and in line with DfEE Guidance 0116/2000 (See Section 5 – Guidance for teachers.)

SECTION 5

GUIDANCE FOR TEACHERS (IN LIGHT OF DfEE GUIDANCE 0116/2000)

Each Academy must make sure that the needs of all pupils are met. Children and young people, whatever their developing sexuality, need to feel that RSHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from children may take place at any time. If the child is comfortable to disclose, this should not be discouraged – unless this is in a place/at a time which could make the child vulnerable to breaking confidence (eg. In front of a class). If this happens, the teacher should sensitively suggest the child talks to them later. This MUST then happen, individually with the child, as soon as possible but definitely before the end of the school day.

Staff should follow the Academy's child protection procedures, should this arise, record the disclosure on the cause for concern forms and immediately inform the designated safeguarding lead.

TEACHING STRATEGIES

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Use of such strategies will create a safe learning environment for staff and students alike.

There are 3 elements of good relationships, sex and health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, pupils will be taught about the nature and importance of marriage for family life and the bringing up of children, but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the PSHE framework. Teachers and all those contributing to RSHE must work within an agreed values framework as described in the school's policy, which is in line with current legislation and government guidance.

It is acknowledged that RSHE deals with some very sensitive issues but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty before the onset of puberty (This may include issues such as wet dreams and menstruation).
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

SECTION 6

PARENTAL RIGHTS

The Maltby Learning Trust believes that relationships, sex and health education is the right of every pupil and encourages active participation and involvement in the curriculum.

However, parents do have the right to withdraw their child from all or part of the programme, excluding the DfE Science orders. Any parent wishing to exercise that right should initially contact the Principal of the Academy to discuss the matter. How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves pupils whose parents have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

From September 2020, there are a number of proposed changes which may affect parental rights. It is the intention that students, parents and staff are fully consulted and apprised ahead of these changes and before this policy is reviewed accordingly.

APPENDIX 1: OVERVIEW OF THE RSHE CURRICULUM TAKEN FROM THE ROTHERHAM HEALTHY SCHOOLS SCHEME OF WORK FOR PSHE AND CITIZENSHIP – PRIMARY PHASE (UPDATED VERSION 2014) SUPPLEMENTED BY THE SEX EDUCATION FORUM'S CURRICULUM 3-13.

SRE CURRICULUM AGES 3-6 (NURSERY, RECEPTION SCHOOL YRS 1 & 2)

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important. Questions to help you understand what children want to learn about are listed in themes below.

Relationships

Who is in my family?
How are other families similar or different to mine?
What does my family do for me?
What do I like about my friend?
What does my friend like about me?
What can other people do to make me feel good?
Who do I look after?
Why shouldn't I tease other people?

My body

Why are girls' and boys' bodies different?
What do we call the different parts of girls' and boys' bodies?

Life cycles

Where do babies come from?
How much have I changed since I was a baby?
How are other children similar and different to me?
Keeping safe & looking after myself
Which parts of my body are private?
When is it OK to let someone touch me?
How can I say 'no' if I don't want someone to touch me?
Who should I tell if someone wants to touch my private parts?

People who help me

Who can I ask if I need to know something?
Who can I go to if I am worried about something?

Specific areas identified in different year groups within the Healthy Schools scheme of work are listed below:

YEAR 1

Recognise how we are growing and changing.
Develop an awareness of others.

YEAR 2

Identify own physical growth and change.
Extend vocabulary of the human body.

SRE CURRICULUM AGES 7-8 (SCHOOL YRS 3 & 4)

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Relationships

How have my relationships changed as I have grown up?
Why do friendships change? How can I be a good friend?

Why can it be fun to have a friend who is different to me?
What are some of the bad ways people can behave towards one another?
How do I know when I am being bullied? What do I do if I am being bullied?
How can I make up with my friend when we have fallen out?
Why are some parents married and some not?

My body

How has my body changed since I was a baby?
Why is my body changing? Why are some children growing quicker than others?
How do girls and boys grow differently? Why are we all different? Is it ok to be different? What are similarities and differences between boys and girls?
Should boys and girls behave differently?

Feelings

What makes me feel good? What makes me feel bad?
How do I know how other people are feeling? Why are my feelings changing as I get older?
How do I feel about growing up and changing? How can I cope with strong feelings?

Life cycles

Why does having a baby need a male and a female?
What are eggs and sperm? How do different animals have babies?
How do different animals look after their babies before and after birth?
What happens when people get older?
Keeping safe & looking after myself.
What are good habits for looking after my growing body?
What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
When is it good or bad to keep secrets?

People who help me

Who can I talk to if I feel anxious or unhappy?
Where can I find information about growing up?

Specific areas identified in different year groups within the Healthy Schools scheme of work are listed below:

YEAR 3

Recognise and express a range of feelings.
Explore feelings you and others have in common.
Recognise different risks in situations and decide how to behave responsibly.
Begin to consider the effect of media and peer influences on lifestyle choices.

YEAR 4

Understand friendship patterns.
Change and develop strategies for making and sustaining friendships.
Reinforce awareness of peer pressure.

SRE CURRICULUM AGES 9-10 (SCHOOL YRS 5 & 6)

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex. Questions to help you understand what children want to learn about are listed in themes below.

Relationships

What are the important relationships in my life now?
What is love? How do we show love to one another?
Can people of the same sex love one another? Is this ok?
What are the different kinds of families and partnerships?
What do the words 'lesbian' and 'gay' mean?

Why does calling someone 'gay' count as bullying?
What should I do if someone is being bullied or abused?
Are boys and girls expected to behave differently in relationships? Why?
Can some relationships be harmful?
Why are families important for having babies and bringing them up?

My body

What is puberty? Does everyone go through it? At what age?
What body changes do boys and girls go through at puberty?
Why are some girls 'tomboys' and some boys a bit 'girly'?
Is my body normal? What is a 'normal' body?
How will my body change as I get older?

Feelings and attitudes

What kinds of feelings come with puberty?
What are sexual feelings?
What are wet dreams?
What is masturbation? Is it normal?
How can I cope with these different feelings and mood swings?
How can I say 'no' to someone without hurting their feelings?
What should I do if my family or friends don't see things the way I do?
What do families from other cultures and religions think about growing up?
Can I believe everything I see on the TV about perfect bodies/ relationship/girls and boys....to be true?

Lifecycles/ human reproduction

What is sex? What is sexual intercourse?
How many sperm does a man produce?
How many eggs does a woman have?
How do sperm reach the egg to make a baby?
Does conception always occur or can it be prevented?
How do families with same-sex parents have babies?
How does the baby develop?
How is the baby born?
What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

How can I look after my body now I am going through puberty?
How can girls manage periods (menstruation)?
How can people get diseases from sex and can they be prevented?
What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

Who can I talk to if I want help or advice?
Where can I find information about puberty and sex?
How can I find reliable information about these things safely on the Internet?

Specific areas identified in different year groups within the Healthy Schools scheme of work are listed below:

YEAR 5

To recognise people they can trust to help and support them.
To know how to put feelings into words.
To be confident enough to share feelings.
To show respect for other people's feelings.
To know what is meant by love.
To understand the emotions involved in the breakup of a relationship.
To value other people and respect differences.
To begin to understand physical and emotional changes that occurs at puberty.
To explore changes we can and cannot control.
To understand that action and behaviour have consequences.
To accept some responsibility for other people and ourselves.
To understand the process of menstruation.
To look at some emotional aspects of menstruation.
To look at some of the changes boys encounter during puberty.

To understand that puberty happens to boys and girls and the changes they encounter.

YEAR 6

- To form positive friendships.
- To examine people we are close to and how this network changes.
- To discuss what we mean by "going out" with someone and what we mean by "love".
- To share possible concerns and worries about relationships and suggestions of how to deal with them.
- To recognise their own worth and that of others and to be aware of negative behaviours such as stereotyping and aggression.
- To explore how we can be responsible for our feelings.
- To understand what puberty and adolescence means.
- To understand the correct names for relevant parts of the body/ changes at puberty.
- To understand the physical, emotional and social changes that happen at puberty.
- To understand that some changes only happen to girls, some only happen to boys and some to both.

APPENDIX 2: RESOURCES USED WITHIN THE RSHE CURRICULUM

The Rotherham Healthy Schools Scheme of Work for PSHE and Citizenship – Primary Phase (updated version 2014)
Living & growing DVD
Rollercoaster
Lit-lets samples and literature.

APPENDIX 3:

The principles of High Quality Sex and Relationships Education (including those with a religious character):

Sex and relationships education:

- is a partnership between home and school
- ensures children and young people's views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- is taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- helps pupils understand on and offline safety, consent, violence and exploitation
- is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned, assessed and evaluated

- helps pupils understand a range of views and beliefs about relationships and sex in society including some of the mixed messages about gender, sex and sexuality from different sources including the media
- teaches pupils about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

It contributes to:

- a positive ethos and environment for learning
- safeguarding pupils (Children Act 2004), promoting their emotional wellbeing, and improving their ability to achieve in school
- a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- helping pupils keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

*Sex and Relationships Education (SRE) for the 21st Century 2014, supplementary advice
(Brook, PSHE Association & SEF)*