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Version	Date	Author	Note/Summary of Revisions
V2	December 2022	Exec	Full re-write
V3	June 2024	Exec	Minor updates e.g. key dates, review cycle
V3	March 2025	Exec	Minor updates to section 7.
V4	September 2025	Exec	Minor updates throughout. Review of "right to withdraw section and appendices

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1. AIMS AND OBJECTIVES

AIMS

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

OBJECTIVES

- Provide a framework in which sensitive discussions can take place
- 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. 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 students understand the characteristics and nuances of intimate sexual relationships including sexual health (Secondary only)
- 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.

2. STATUTORY REQUIREMENTS

At Maltby Lilly Hall Academy, we teach RSHE as set out in this policy.

PRIMARY

As a Primary Academy, we must provide relationships education to all students under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

[Keeping Children Safe in Education Guidance](#) (link inserted)

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (link inserted)

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

SECONDARY

As a Secondary Academy, we must provide RSHE to all students under section 34 of the [Children and Social Work Act 2017](#).

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

[Keeping Children Safe in Education Guidance](#) (link inserted)

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (link inserted)

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with the Chief Executive Officer and ratified.

As part of effective RSHE provision, this policy will be reviewed every year to ensure that it continues to meet the needs of students, staff and parents/carers and that it is in line with current Department for Education advice and guidance.

4. DEFINITION

The Department for Education (DfE) defines Sex and Relationships Education (SRE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).'

5. ROLES AND RESPONSIBILITIES

EXECUTIVE LEADERS

To review the RSHE Policy annually to ensure that it meets the needs of all members of the Academy's community.

SENIOR LEADERSHIP TEAM

To ensure that all staff are familiar with the Academy's policy and guidance relating to sex education and up to date with any changes.

To communicate freely with staff, parents/carers and the Academy Education Committee (AEC) to ensure that everyone understands the policy and curriculum for sex education and that any concerns or opinions regarding provision are listened to, taken into account and acted on as is appropriate.

SUBJECT LEADER

To ensure that sex education is age-relevant and appropriate across all year groups.

To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is provided in a comprehensive way.

To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.

To provide information and guidance to parents and carers, as requested.

TEACHERS

To ensure the teaching team of staff are up to date with the Academy's policy and the curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Subject Leader of Life Skills.

To attend and engage with relevant safeguarding training.

To encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they should follow Trust/Academy Policy and take this concern to the Safeguarding Leads.

To ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE activities to students.

To tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs.

STUDENTS

To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with under the Academy's Behaviour Policy.

To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

To provide feedback on the Academy's RSHE provision. Opinions on provision and comments will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. In this way, the Academy hopes to provide students with the education they need on topics they want to learn about.

PARENTS AND CARERS

Maltby Learning Trust believes that Relationships and Sexual Health Education is the right of every young person and encourages active participation and involvement in the curriculum. Their role is to:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- To be encouraged to seek additional support in this from the Academy where they feel it is needed.

6. PLANNING AND DELIVERY

The RSHE 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.

Primary School:	Secondary School:
<p>RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:</p> <ul style="list-style-type: none"> • Families and people who care for me • Caring friendships • Respectful relationships • Online relationships • Being safe 	<p>RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:</p> <ul style="list-style-type: none"> • Families • Respectful relationships, including friendships • Online and media • Being safe • Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure 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 and 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).

RSHE will also be responsive to emerging societal issues, for example, vaping, harmful online content and extremism. We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSHE is taught by classroom teachers (and HLTA's in Primaries where specialist training has been received), sometimes supported by classroom assistants/support staff and occasionally the school nurse and other guest speakers as appropriate. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as the school nurse) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons for any follow up required. Please see **Appendix 1** for a summary of work delivered and resources used in each Key Stage. In Secondary Academies RSHE is delivered through the 'Life Skills' Curriculum in Year 7 - 11. The Life Skills Curriculum is planned around three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

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.

INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

Make sure that students learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed.

SEND Accessibility: Provision will be differentiated and adapted to meet the needs of students with SEND and vulnerable learners, with reasonable adjustments made to ensure accessibility.

USE OF RESOURCES

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE Guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups. 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 DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education '(2020).

RSHE is monitored through inspection of teachers' short-term planning and learning walks and it is evaluated through discussion with teachers, parents/carers 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 that 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.

WIDER CURRICULUM

RSHE is also delivered through elements of the wider curriculum.

Secondary only:

Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RS lessons; online protection issues are explored through Computing lessons; and in Y10-11 students refresh their knowledge about consent law, contraception and sexual health, again through RS lessons.

ASSEMBLY PROVISION

Specifically focused assemblies explore issues related to pressure, consent, the effects of alcohol and illegal drugs, and healthy relationships. This enables broad themes to be highlighted in an age-appropriate way with all children which can then be followed up by teachers in classrooms.

TUTOR TIME PROVISION – SECONDARY ONLY

The Academy's Y7-11 programme of tutor provision including the tutor programme, Votes for Schools, Character Education and assemblies also enhance the RSHE provision. Issues relating to pressure, consent, the effects of alcohol and illegal drugs are just some of those explored through this curriculum. Provision is made for students to discuss issues raised in smaller groups.

GUEST SPEAKERS/TEACHERS

We also invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as NHS commissioned professions and the school nurse teams) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons.

7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any external agencies and materials used are appropriate and in line with our legal duties around political impartiality.

The Academy remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate

- Are in line with students' developmental stage and sensitive to student experiences
 - Factually accurate
 - Evidence based
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case study materials and look for feedback from other people the agency has worked with, particularly if they haven't previously worked with the Academy
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed.
 - Ask to see in advance any materials that the agency may use. Consult with IT technicians if any files appear too large for transfer, in order to find a resolution
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people, including supervision around the site
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers.

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

8. 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.

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 students 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 student's earlier experiences
- Should provide consistent messages
- Should be continuous and progressive
- 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 of the programme.

It is hoped that the curriculum will promote self-esteem and emotional well-being and will help students 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 students 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 students ask will be answered honestly and openly in line with the Academy's aim of giving knowledge and information appropriate to the developmental age of the student and in line with 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education '(2020). (See Section 8 – Guidance for teachers).

9. GUIDANCE FOR TEACHERS

Each Academy must make sure that the needs of all students 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 students may take place at any time. If the student is comfortable to disclose, this should not be discouraged – unless this is in a place/at a time which could make the young person vulnerable to breaking confidence (e.g. In front of a class). If this happens, the teacher should sensitively suggest the young person talks to them or refer to another adult. This MUST then happen, individually with the student, as soon as possible but definitely before the end of the Academy day. Staff should follow the Academy's child protection procedures, should this arise and record the disclosure on the cause for concern forms and immediately inform the Designated Safeguarding Lead or Deputy 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. 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, students 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 Lifeskills framework (Secondary Academies) or primary curriculum. Teachers and all those contributing to RSHE must work within an agreed values framework as described in the Academy'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.

10. PARENTAL ENGAGEMENT

Maltby Learning Trust believes that Relationships and Sexual Health Education is the right of every student and encourages active participation and involvement in the curriculum.

Our expectations of parental engagement are:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- To seek additional support in this from the Academy where they feel it is needed.

However, parents/carers do have the right to withdraw their child from some parts of the programme, excluding the DfE Science curriculum which includes human development, reproduction and healthy bodies. Any parent/carer 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 students whose parents/carers have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

11. PARENTS' RIGHT TO WITHDRAW

General Principles

- The Academy aims to keep parents/carers informed about all aspects of the RSHE curriculum and urges them to read this policy.
- Academies will always meet with parents/carers to discuss any request to withdraw, ensuring they are clear on which elements of the curriculum are statutory and cannot be withdrawn from, the potential benefits of participation, and the possible implications of withdrawal.
- Any parents/carers wishing to withdraw children in their care from sex education should contact the Principal (Primary School) or Lifeskills Subject Leader (Secondary School), who will discuss their concerns with them. Sex education is a vital part of the Academy's Lifeskills curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education.
- All requests and outcomes will be documented by the Academy.
- Regardless of withdrawal, students will continue to receive teaching in **Relationships Education, Health Education, and statutory Science**, which are essential for safeguarding and wellbeing.

Right to Withdraw

Primary Schools

- Parents/carers **cannot withdraw** their child from **Relationships Education** or from **Health Education**, as these subjects are statutory for all primary-aged pupils.
- Parents/carers **also cannot withdraw** their child from any elements of the **National Curriculum for Science**, including content on the human body, puberty, or reproduction in plants and animals.
- Where a primary school chooses to teach **Sex Education** (beyond the statutory science curriculum), parents/carers **have the right to request withdrawal** from some or all of those lessons.
- Principals in primary schools must **grant such withdrawal requests automatically**.
- Schools will work in partnership with parents/carers to support them in talking to their children about these topics at home and will ensure that parents/carers are consulted and informed in advance of what is being taught.

Secondary Schools

- Parents/carers **cannot withdraw** their child from **Relationships Education** or from **Health Education**, as these are statutory requirements.
- Parents/carers **also cannot withdraw** their child from statutory content taught in the **National Curriculum for Science**, including human reproduction and puberty.
- Parents/carers **can request withdrawal** from some or all of **Sex Education** delivered as part of statutory RSE.
- In secondary schools, the Principal will normally grant withdrawal requests. However, the July 2025 statutory guidance makes clear that in **exceptional safeguarding circumstances** or where there are specific vulnerabilities, a Principal may **refuse withdrawal** in the best interests of the child.
- Students themselves have the right to **opt back into Sex Education from three terms before their 16th birthday**, even if previously withdrawn by their parents/carers. Schools must ensure students are aware of this right.
- If a student is withdrawn from Sex Education, schools will provide **purposeful, alternative education** during this time.

12. TRAINING

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

13. MONITORING

The delivery of RSHE is monitored by the Principal through a robust series of quality assurance activities, including curriculum deep dives, line management meetings, learning walks and work scrutinises.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Executive Leadership Team every year. At every review, the policy will be approved by the Chief Executive Officer.

14. GUIDANCE DOCUMENTS:

*Understanding Relationships and Health Education in your child's **Primary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education – a guide for primary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

*Understanding Relationships and Health Education in your child's **Secondary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

PSHE Association Programme of Study for PSHE Education Key Stages 1-5
www.pshe-association.org.uk

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

[SRE for the 21st Century - FINAL.pdf.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

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

[Home | sexeducationforum.org.uk](http://sexeducationforum.org.uk)

APPENDIX 1 – THE TAUGHT CURRICULUM FOR THE SECONDARY PHASE

OVERVIEW OF THE RSHE CURRICULUM

All MLT Primary Academies use the Rotherham RSHE Scheme as the basis for the delivery of our RSHE curriculum. This scheme identifies key strands which support children's emotional development as they progress through our schools. The learning outcomes for each strand explain what children will know at the end of the programme of each specific learning.

	EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Strand – Families and people who care for me	<p>I can talk about the members of my family.</p> <p>I am beginning to make sense of my own life-story and my family's history.</p>	<p>I can name the members of my family and identify how they are related to me.</p> <p>I can talk about how people in my family care for me.</p>	<p>I can talk about people who are special to me and discuss how they make me feel.</p>	<p>I can talk about my family and how it may be different to others.</p>	<p>I can explain what makes a healthy family and why this is important.</p>	<p>I respect differences in families and understand why a family is important for us as we grow up.</p>	<p>I know the characteristics of a healthy family and why spending time with family is important.</p> <p>I can explain why marriage shows commitment.</p>	<p>I know why family time is important and the ways in which they can support me.</p>
Strand - Caring friendships	<p>I can identify my friends.</p> <p>I can work and play cooperatively and take turns with others.</p>	<p>I can work and play cooperatively and take turns with others.</p> <p>I can form positive attachments to adults and friendships with peers.</p> <p>I can show sensitivity to my own and to others' needs.</p>	<p>I can explain what makes a good friend and how that friendship makes me feel.</p>	<p>I know the different characteristics of a healthy friendship.</p> <p>I understand how I can be a good friend too.</p>	<p>I can explain the importance of friendships.</p> <p>I can give examples of when I have been a good friend and the impact this has on others.</p>	<p>I understand how my behaviour can have an impact on my friendships.</p> <p>I can explain the qualities that are important in a friendship.</p>	<p>I know when a friendship is making me unhappy and what to do about it.</p>	<p>I have strategies to resolve conflict and know who I can go to for support (support network).</p>

	EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respectful Relationships	<p>I can play with one or more other children co-operatively.</p> <p>I am starting to understand why rules are important.</p> <p>I am developing positive attitudes about the differences between people.</p>	<p>I am beginning to regulate my own behaviour.</p> <p>I can co-operate and resolve conflicts peaceably.</p> <p>I am starting to think about the perspective of others.</p>	<p>I can talk about one thing that is different about me from my friends.</p> <p>I know some ways that a person can be bullied.</p>	<p>I know what bullying is and how this makes people feel.</p> <p>I can talk about ways that we are similar and different and what this feels like.</p>	<p>I understand what it means to be respected and respectful.</p> <p>I know what cyber-bullying is and the impact this has on others.</p>	<p>I can talk about the judgements people make about others according to their appearance and lifestyle.</p>	<p>I know how to show respect including respecting others online.</p> <p>I can explain how self-respect is linked to our own happiness.</p>	<p>I can explain how self-respect links to positive wellbeing.</p> <p>I know what is not ok in a relationship and why permission seeking and giving is important.</p>
Online Relationships	<p>I can talk about devices at home and at school that can be used to communicate.</p>	<p>I can talk about keeping myself safe when I am using a device and who I can talk to.</p> <p>I know I have to ask an adult before using a device.</p> <p>I can identify connected and non-connected devices.</p>	<p>I know the difference between real people and characters.</p> <p>I know what to do if I see something I don't like online.</p>	<p>I can identify when someone might be at risk online.</p> <p>I am aware of age restrictions for apps and games.</p>	<p>I am aware of the age restrictions for apps and games and why they are important.</p>	<p>I know the risks involved in online relationships and how to eliminate these risks.</p>	<p>I know the risks associated with using the internet, apps, messaging and social media.</p> <p>I know how to keep myself safe online and eliminate these risks.</p> <p>I know who I can go to for support.</p>	

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Being safe	<p>I can increasingly follow rules, understanding why they are important.</p> <p>I can remember rules without needing an adult to remind me.</p> <p>I know the private areas of my body (PANTS).</p> <p>I am starting to take risks in a safe environment.</p>	<p>I know and can name the private areas of my body (PANTS) and explain why they are private.</p> <p>I am starting to be aware of and manage my own risks e.g. I will only climb as high as I feel safe to.</p>	<p>I can talk about the things that I can do now compared to when I was a baby/toddler.</p>	<p>I understand what a secret is and when we should/should not keep a secret.</p> <p>I am aware of the things that I now do independently and why it is important for me to do these things for myself.</p>	<p>I know how to say no to something that I do not like and where to go for help.</p>	<p>I am aware of some risky activities that I may encounter and ways in which to eliminate these risks.</p>	<p>I understand that my body belongs to me.</p> <p>I respect the differences between appropriate and inappropriate and unsafe physical contact.</p>	<p>I know why a support network is important in keeping me safe and I know who my support network is.</p>
Mental Wellbeing	<p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p>I am starting to understand how others might be feeling</p> <p>I am starting to see myself as a valuable individual</p>	<p>I can show an understanding of my own feelings and those of others.</p>	<p>I can identify different types of emotions and talk about how I am feeling.</p>	<p>I understand how my actions and the actions of others can affect the way we feel. I can identify and explain how I am feeling.</p>	<p>I can suggest ways to make myself feel healthy (to include self-care techniques) and how this makes me feel.</p> <p>I understand that there are different ranges of emotions that people can experience.</p>	<p>I know some strategies that can support my wellbeing as part of my daily life.</p> <p>I understand what bullying and cyber-bullying is and the impact this can have on the bullied and the bully.</p>	<p>I have strategies to support my wellbeing and can identify my support network.</p> <p>I can judge how I am feeling and if my behaviour is appropriate and proportionate.</p>	<p>I can identify any fears or worries that I may be having.</p> <p>I can identify my rights and responsibilities.</p>
Internet Safety and Harm	<p>I can talk about devices at home and at school that can be used to communicate</p> <p>I know I have to ask an adult before using a device.</p>	<p>I can talk about keeping myself safe when I am using a device and who I can talk to</p> <p>I can identify connected and non connected devices.</p>	<p>I can name the devices used online and the apps, games and sites that I use.</p> <p>I am beginning to understand how using a device for a prolonged period of time makes me feel.</p>	<p>I know what to do if I see something that I do not like online.</p>	<p>I know how to respect others when online and the impact cyber-bullying can have on others.</p>	<p>I know why it is important to restrict screen time.</p> <p>I understand the different ways that the internet can be a positive and a negative place.</p>	<p>I can explain how social media/online activities can have an impact on my self-esteem.</p> <p>I know how my information can be used online.</p>	<p>I understand why games, apps and social media have age restrictions.</p> <p>I know what steps I need to take to stay safe online</p>

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Physical Health and Fitness	<p>I am becoming more independent in meeting my own care needs e.g. brushing my teeth, using the toilet, washing and drying my hands</p> <p>I am starting to make healthy choices about food, drink, activity and toothbrushing.</p>	<p>I can manage my own personal hygiene needs</p> <p>I know and can talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian. 	I know the impact exercise has on my body.	I can explain why regular exercise is important and give examples of ways I can exercise.	I am beginning to see the relationship between exercising and my wellbeing.	I know the benefits of physical activities, including exercise, cleanliness and self-care.	I can identify what "healthy" looks like and identify ways I can improve my own physical health and fitness.	<p>I know what it means to be healthy (all aspects of diet, exercise, sleep, relationships, hobbies, etc.).</p> <p>I understand that it is also my responsibility to make positive choices to promote my own physical health and fitness.</p>
Healthy Eating	I am beginning to understand that some foods and drinks are not always healthy choices.	I am starting to make healthy choices about food, drink,	I am beginning to explain what eating healthy means to me.	I can identify food and drinks which are healthy and begin to explain how these make us feel.	I can identify the different food groups and explain why each of them are important.	I am able to explain the risks associated with an unhealthy diet (obesity, energy levels, concentration, and tooth decay).	<p>I am able to explain the risks associated with an unhealthy diet (obesity, energy levels, concentration, tooth decay) and suggest healthy alternatives.</p> <p>I can explain the impact alcohol has on physical health.</p>	<p>I understand that it is also my responsibility to make positive food choices to promote being healthy.</p> <p>I can explain the impact alcohol has on physical health.</p>

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Drugs, Alcohol and Tobacco	I know that some things are not safe for me to touch or eat or drink.	I can explain why some things are not safe for me to touch, eat or drink.	I can explain what a medicine is and why some people need it. I know some important rules on how to stay safe around medicine.	I can identify things that are medicines and harmful substances. I know some rules to stay safe if I see any medicine or harmful substance.	I can explain what risk taking is and know how to achieve a positive outcome in situations.	I can name different kinds of drugs. I am aware of the affect drugs/alcohol/tobacco can have on our bodies.	I can explain what it means to be dependent on a drug/alcohol/tobacco. I know some key facts about the law around drugs, alcohol and tobacco.	I know what the law says about buying and using drugs, alcohol and tobacco. I have strategies to support me if someone attempts to pressure me into trying something that I know is wrong.
Health and prevention	I am starting to manage my own basic hygiene and personal needs, including dressing, going to the toilet.	I can manage my own basic hygiene and personal needs, including dressing, going to the toilet.	I know how to keep myself clean and why this is important.	I can suggest different ways to keep myself healthy and begin to understand how this will prevent me from being ill (including dental and bedtime routine).	I can explain why sleep is important and how this can affect the way that we feel and behave.	I can give advice on how to reduce the risk of germs and viruses.	I can identify what healthy looks like both physically and emotionally. I know some self-care techniques to support my physical and emotional health.	I know the key ways to keep myself physically and emotionally healthy. I know how the media plays a role in how we perceive body image and I can discuss how sometimes this is not a realistic view.
Basic First Aid	I know that someone can help me or others if I hurt myself or I see someone who is hurt. I can tell someone when I need help.	I can ask for help from an adult appropriately for myself or someone else.	I know where I live and that 999 is the number to ring in an emergency.	I know how to call 999 and what to say in an emergency.	I can role play a scenario and then make a 999 call.	I can explain when calling 999 is appropriate/inappropriate.	I know how to deal with basic First Aid and then get help.	I know how to deal with basic First Aid and then get help. I can explain the impact of calling the emergency services when it is not appropriate.

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Changing Adolescent Body	I can use the correct language when referring to all parts of my body including genitalia and private areas.					I can compare how I have changed since I was a baby, toddler, Year 2 to now.	<p>I am aware of how I am beginning to change (physically and emotionally)</p> <p>I understand what puberty means for girls and boys. (developmentally appropriate, may be taught in Year 6).</p>	<p>I understand what puberty means for both girls and boys.</p> <p>I am aware of how puberty can affect our emotions and I have strategies/support network to help me with these feelings.</p>

