Our Mission: To improve the communities we serve for the better

Vision:
Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

Relationships, Sex and Health Education (RSHE) Policy

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Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils in accordance with section 34 of the Children and Social work act 2017.

We are expected to offer all pupils a curriculum that is similar to the National Curriculum, including requirements to teach science, which would include the elements of sex education contained in the science curriculum. In teaching RSHE, we 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.

At The West Park Academy, we teach RSHE as set out in this policy.

Policy Development

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

1. Review – a 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/stakeholder consultation – parents and any interested parties were invited to give their comments about the policy;

4. Pupil consultation – we investigated what exactly pupils want from their RSHE;

5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Definition

RSHE is about the emotional, social and cultural development of pupils. It involves learning about relationships, healthy lifestyles, diversity and personal identity as well as sex education (at a primary appropriate level)

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RSHE involves a combination of sharing information, and exploring issues and values.

Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and do not seek answers online.

Primary sex education will focus on preparing boys and girls for the changes that adolescence brings.

For more information about our curriculum, see our curriculum map in Appendix 1.

Delivery of RSHE

RSHE is taught in a cross-curricular approach, alongside the science curriculum, PSHE, ICT, RE, assemblies, school values and golden threads.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions;
- Recognising and assessing potential risks;
- Assertiveness;
- Seeking help and support when required;
- Informed decision-making;
- Self-respect and empathy for others;
- Recognising and maximising a healthy lifestyle;
- Managing conflict;
- Discussion and group work.

We follow the Jigsaw PHSE Curriculum, which covers SRE within its curriculum. The work on SRE is covered within the 'Changing Me' unit, taught in the summer term in all year groups.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances. (Families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures). We are also sensitive to the fact that some children may have a different structure of support around them (for example: looked after children or young carers).

Roles and Responsibilities

The Board of Trustees

The Board of Trustees has approved this policy and will hold the Principal of each academy to account for its implementation.

The Principal

The Principal of each academy is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from any non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.
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Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

Pupils

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

Parents' Right to Withdraw

Parents have the right to withdraw their children from the non-statutory components of RSHE. Before doing so, parents are encouraged to talk to the class teacher and/or view teaching resources in order to inform any decisions regarding withdrawing their child. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Alternative work will be given

to pupils who are withdrawn from RSHE. The RSHE curriculum will be shared with parents to ensure coverage if pupils are withdraw. The RSHE policy will be shared with any parents who wish to withdraw their child.

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 school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where required.

Monitoring

The delivery of RSHE is monitored by the Senior Leadership Team (SLT) through planning and book scrutinies, learning walks and pupil voice.

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

This policy will be reviewed by Trustees on an annual basis. At each review, the policy will be approved by the Board of Trustees.

Appendix 1: Scheme of Work for Years Reception to Year 6

Foundation	Growing up: how we have changed since we were babies
Year 1	Boys' and girls' bodies; naming body parts
Year 2	Boys' and girls' bodies; body parts and respecting privacy (which parts of the body are private and why this is)
Year 3	How babies grow and how boys' and girls' bodies change as they grow older
Year 4	Internal and external reproductive body parts, body changes in girls and menstruation
Year 5	Puberty for boys and girls, and conception
Year 6	Puberty for boys and girls and understanding conception to birth of a baby