



Robert Bloomfield Academy

Relationships, Sex and Health Education Policy

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Ratified	
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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, 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
- Teach pupils to understand and respect the diverse nature of their community and the world around them.
- To provide children opportunities to learn from a variety of external organisations in order to increase the students' cultural capital
- To promote all of the above through inclusive high quality teaching and learning resources which encourages students to have excellent knowledge and understanding



2. Statutory requirements

At Robert Bloomfield Academy, we teach RSHE as set out in this policy.

For years 5 and 6, as an academy school, we must provide relationships education to all pupils as per 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 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.

The Statutory guidance comes from the Department of Education issued under section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

It also complies with the Equality Act 2010.

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.

For years 7 and 8 as an academy school, we must provide RSHE to all pupils as per section 34 of the Children and Social work act 2017.

3. Policy development

We have consulted with parents and staff when making changes to this RSHE policy in April 2024. The review process has taken the format outlined below:

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

1. Review – SCY and EWH 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 review the draft policy and make comments using an online forum
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

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships both in person and online, sexual health, sexuality, healthy lifestyles, diversity, personal identity and Consent (permission seeking and giving at KS2).

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

RSHE is not about the promotion of sexual activity.

In Y5, Y6 and Y7 in PSHE lessons, pupils are taught relationships education. In Y8 PSHE lessons, pupils are taught relationships and sex education.

5. 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 they are fully informed and do not seek answers online.

6. Delivery of RSE

At KS2, pupils receive weekly PSHE lessons. RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects (such as marriage) are included in religious education (RE).

Pupils may also receive stand-alone sex education sessions delivered by trained health professional/s.

At KS2, 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

At KS3, pupils receive weekly PSHE lesson, which include statutory RSE.

RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

For more information about our RSHE curriculum, see Appendices 1, 2a and 2b.

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) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

7.2 The Headteacher

The headteacher and subject lead are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE at KS3 only (see section 8).

7.3 Staff

Staff are responsible for:

- › Delivering RSHE in a sensitive way
- › Modelling positive attitudes to RSHE
- › 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 at KS3 only

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Due to the nature and organisation of the RBA, all staff may be expected to teach either PSHE at KS2 or KS3 depending on their role (e.g. form tutors) or their confidence in teaching the subject.

7.4 Pupils

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

8. Parents' right to withdraw

Parents of pupils in year 5 and 6 **do not** have the right to withdraw their children from relationships education.

Parents of pupils in year 7 and 8 have the right to withdraw their children from the non-statutory components of sex education within RSHE up to, and until, 3 terms before the child turns 16.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher and subject lead.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher/subject lead will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from sex education.

In accordance with research conducted by the Sex Education Forum and National Children's Bureau (2019), 49% of girls and 46% of boys would like to receive the majority of their RSHE education from school and not from friends, media or the internet. However, the same survey revealed that young people actually receive the most RSHE from other sources.

9. Support at home

For the most effective RSHE to be delivered, home and school should work together as a partnership. Outlined in appendix 2a and 2b, is an outline of curriculum content and resources used. Please refer to appendix 4 where a list of resources that parents can use to support RSHE discussions at home, can be found.

10. Training

Staff are trained on the delivery of RSHE as part our commitment to CPD and they will undertake regarding the RSHE curriculum.

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

11. Monitoring arrangements

The delivery of RSHE is monitored by Robyn Curtis in the following ways:

- Asking staff for feedback on lessons and schemes of work, in order to assess their success
- Pupils will be asked for their evaluations on the RSHE curriculum
- Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
- There is a link governor between the school and the governing body, who will meet with the subject lead to discuss the outcomes of the monitoring.

This policy will be reviewed by RCS (Subject lead for PSHE) annually.

Appendix 1: Curriculum map

Relationships, Sex and Health Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	<p>Mental Wellbeing:</p> <ul style="list-style-type: none"> • Identify links between physical and mental health • Making safe choices • Identify when they or others might need help 	Resources from the PSHE Association
Year 5	Autumn 2	<p>Online safety:</p> <ul style="list-style-type: none"> • Describe different types of hazards we can face online • Comparing online and offline conversations • Dangers of sharing online, including text messages 	'Keeping Safe and Happy online' – adapted resources from Share Aware resources (NSPCC Learning)
Year 5	Spring 1	<p>What can people do to keep their minds and bodies healthy?</p> <ul style="list-style-type: none"> • Identify how to be healthy • Understand how to be hygienic and follow hygiene routines • Promote healthy habits 	Dangers of screen time for kids video and Why screen time for kids needs to be controlled video
Year 5	Summer 1	<p>Privacy Rights</p> <ul style="list-style-type: none"> • Know which body parts should be kept private • Identify who you can trust and ask for help 	'The Underwear and PANTS rule' from the NPSCC

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 1	<p>Relationships</p> <ul style="list-style-type: none"> • Exploring the different types of relationships • Identify what makes a positive, healthy relationship and how these relationships can change • Recognising when a relationship becomes unhealthy and recognising who can support/help 	
Year 5	Summer 1	<p>Body Business</p> <ul style="list-style-type: none"> • Understand what 'puberty' means • Identify stages of change and development • Identify physical and emotional changes that take place during puberty and how to manage them 	<p>Pupils have the chance to ask anonymous questions. Age appropriate answers are given by staff and where this is not possible, pupils are directed to have open conversations with an adult at home.</p> <p>BBC Operation Ouch! Don't panic about puberty</p>
Year 6	Autumn 2	<p>Healthy choices:</p> <ul style="list-style-type: none"> • Explain a range of ways to be healthy • Suggest ways to manage pressure to do unhealthy things • Recognise the importance of following hygiene routines • Explore medicines, vaccines and allergies 	
Year 6	Spring 1	<p>Managing Friendships:</p> <ul style="list-style-type: none"> • Explore how to deal with peer pressure • Explore our own emotions and manage these • Know who to and where to get help for myself and others 	Friendship Soup Recipe Video

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Spring 2	<p>How can we manage risk?</p> <ul style="list-style-type: none"> • Revisiting privacy rights, online safety and relationships • Pupils' identify who their own trusted adults are 	Stranger Awareness for Kids
Year 6	Summer 1	<p>Changing Bodies</p> <ul style="list-style-type: none"> • Identify physical and emotional changes that take place during puberty and how to manage them • Understand the term 'body image' and how media/advertising can affect how people feel about their bodies • Recognise what having a 'positive body image' means 	<p>Pupils have the chance to ask anonymous questions. Age appropriate answers are given by staff and where this is not possible, pupils are directed to have open conversations with an adult at home.</p> <p>Always changing and growing up – girls and boys puberty education videos</p> <p>'Inside Puberty: What are the stages of puberty?' video.</p> <p>'Dove real beauty sketches – You're more beautiful than you think' video</p>
Year 6	Summer 1	<p>What makes a healthy and happy relationship?</p> <ul style="list-style-type: none"> • Identify different types of loving relationships • Describe why people may choose to get married or not • Explain the difference between marriage, civil partnership, arranged marriage and explain the term 'commitment' 	<p>'Love has no labels' video.</p> <p>'Healthy v Unhealthy Relationships' BBC Teach RSE KS2</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Autumn 2	<p>Healthy lifestyle and periods:</p> <ul style="list-style-type: none"> • Describe ways to promote physical and mental health • Identify how media/social media may influence my choices • Understand periods and period poverty • Share my views respectfully 	<p>Tips for starting a healthy lifestyle – video</p> <p>Personal Hygiene – Video</p> <p>Having a Healthy Lifestyle Ft. Scola Dondo - Video</p> <p>Under construction: Alcohol and Teenage brain – video</p> <p>Sleep – Video</p> <p>Online Stress – Video</p> <p>Every Mind Matters – website</p> <p>The 16 Year Old Tackling Period Poverty: Amazing Humans – video</p>
Year 7	Summer 1	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • Evaluate the effects of puberty on an individual • Identify what healthy relationships looks like • Understand the importance of friendship as a basis for romantic relationships 	<p>DVD 'What's Happening To Me?' based on book by Peter Mayle</p> <p>YouTube episode from the series 'Ask Lara': 'Just Friends'</p> <p>YouTube episode from the series 'Ask Lara': 'Are we more than just friends?'</p>
Year 7	Summer 2	<p>Online relationships</p> <ul style="list-style-type: none"> • Identify the meaning and impact of bullying and cyberbullying • Know how to respond appropriately to bullying and cyberbullying • Know where to seek advice and support • How to use social media responsibly • Explain the importance of balance in online and offline activities 	<p>Resources from www.risebaove.org.uk</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Autumn 2	Friendships and peer pressure: <ul style="list-style-type: none"> • confidently evaluate and manage peer pressure – in person and online • understand that online behaviours may not reflect real life 	Childnet – website Back Me up – Video UK teen trappers, exploring county lines – up to 6.20 ONLY
Year 8	Spring 2	Wellbeing and Online Safety <ul style="list-style-type: none"> • identify healthy and unhealthy coping strategies • explore body image in a digital world • promote emotional wellbeing 	It's Cool, It's not Cool – video Police Versus Gangs in the Capital – video Safe Steps: Road Safety – Video 5 Tips to Avoid Pickpockets – video Run, Hide, Tell: Firearms and Weapons Attack – Video St Johns Ambulance Resources for Schools Every Mind Matters

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Summer 1	<p>Relationships and Sex Education</p> <ul style="list-style-type: none"> • Evaluate the effects of puberty on an individual • Investigate the behaviours of healthy relationships • To recognise the effects of homophobia and suggest how we can combat it • Identify the work of the charity groups who stand up for an awareness of LGBT people and issues • Discuss ways of showing intimacy in different types of relationships (physical and emotional) • Consider responsibility and respect in relationships • UK laws about sex • Understand the importance of consent in relationships • Understand the consequences of actions • Define the symptoms, transmission and prevention of STIs • To consider the different methods of contraception and understand their effectiveness 	<p>Website for 'recognising abuse' https://www3.camden.gov.uk/notlove/</p> <p>YouTube clip 'Tea and Consent'</p> <p>Clip from NHS website – Types of contraception</p>

Appendix 2a: By the end of KS2, primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives • That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2b: By the end of KS3 (years 7 and 8) school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent. • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)

TOPIC	PUPILS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent form: withdrawal from sex education within RSE at KS3 only

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education at KS3 i.e. Years 7 and/or 8			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4: Resources for supporting RSE at home

As well as the material listed in the curriculum outline above in appendices 2a and 2b, some additional resources can be found at:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

RSE The Big Talk KS2 <https://www.bbc.co.uk/teach/class-clips-video/rse-ks2-the-big-talk/zn8f7nb>

<https://www.bigtalkeducation.co.uk/parents/>