# Relationship, Health And Sex Education Policy

## Approved by Trustees May 2024

## Next Review Date

November 2026

In **July 2025**, the **DFE published** the new, updated, statutory guidance on RSHE. Our GLA RSHE Policy is currently under review, due to these statutory changes and will now be implemented in September 2026. Therefore, the content of this current policy is still acknowledged, valid and legally bound. This will then be updated in **July 2026** with the new framework.

## Published to GLA Website

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## 1. INTRODUCTION

The Department for Education (DfE) has statutory guidance about how Relationships Education, Relationships and Sex Education and Health Education should be implemented in all schools across England, September 2021.

The GLA has developed an extensive Relationship, Health and Sex Education (RSHE) curriculum. It is our belief that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly including online. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their personal and social lives in a positive way.

The GLA believes that effective RSHE is essential to enable children to make informed decisions about their lives. RSHE is lifelong learning about physical, spiritual, social, moral, cultural (SMSC) and emotional development; Linking with British Values and Protected Characteristics. Pupils are able to discuss the importance of strong and mutually supportive relationships but are not made to feel uncomfortable about their individual home circumstances. It is about understanding the importance of respect, love and care. It encourages children to take responsibility. It is also about the teaching of personal hygiene, sex and sexuality. It is not about the promotion of sexual orientation or sexual activity.

The GLA will ensure that each Academy is committed to the teaching of the values concerning Relationship education, Sex Education and Health Education within the broader subject of Citizenship, Personal development, Social and Health Education, British Value and Protected Characteristics. We firmly believe that RSHE helps children learn to respect themselves and others, and to move with confidence from childhood, through adolescence and into adulthood enabling them to thrive.

## 2. AIMS OF THE RELATIONSHIP, HEALTH AND SEX EDUCATION POLICY

- To help and support pupils through their wellbeing, physical, emotional and moral development
- To help pupils develop the skills and understanding they need to live confident and healthy lives
- To help pupils learn about the importance of friendship and the value of marriage and stable loving relationships
- To ensure that pupils receive accurate information about sexual development and human reproduction in a sensitive manner appropriate to the individual child's understanding and level of development

- To enable pupils to respect themselves and others and to learn how to recognise and avoid exploitation and abuse both online and in their everyday lives to ensure personal wellbeing

## 3. LEGAL OBLIGATIONS

The GLA has a statutory duty to meet the End of School Primary statement as set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. The GLA has a responsibility to provide a 'Sex Education' programme. We also have a responsibility to keep an up-to-date written statement of the policy they choose to adopt and this must be available to parents. Parents are informed about the content and timing of RSHE and have a right to withdraw their children from 'sex education' lessons that fall outside those aspects covered in the National Curriculum Science or relationships education inc. puberty. The staff at each Academy will work in active partnership with parents, value their views and keep them informed about out RSHE provision. If a parent/carer has any concerns about the RHE provision we will take time to address their concerns and dispel any fears they may have. Should a parent decide to withdraw their child from any sex education provision, we shall work with them to ensure understanding of age appropriate information and to explore possible alternative provision.

## 4. PROVISION & PLANNING

RSHE is part of the planned curriculum, the content of which is clearly laid out in the RSHE Curriculum and the PSHE Curriculum, both of which are available on each Academies website. Teachers plan their sessions based upon the PSHE overview (Appendix Two) which in term meets the End of School statements set out in Appendix One.

All GLA Teachers do not allow their personal beliefs and attitudes to influence what they teach. Teachers and staff involved in the delivery strive to answer questions honestly and sensitively (Appendix Three), being careful to give information that they feel is appropriate to the understanding and circumstances of individual pupils.

Staff recognise that the teaching of RSHE should take into account parent feedback, when appropriate, and should fit the community where they live (Context). Needs of a school community will change over time and this should be reflected within the RSHE curriculum. There may be a need to react to a given issue as well as being proactive in our approach.

Pupils in Years Four and Six complete the GHLL (Gloucestershire Healthy Living and Lifestyles) Pupil Wellbeing Survey. The outcomes of this are used to develop and refine RSHE teaching and the PSHE

curriculum content and ensure that it reflects the needs of the children under our care and their context.

In all RSHE sessions, teachers plan to create a safe environment in which pupils are not embarrassed and are able to talk and ask questions with confidence. Clear ground rules should be in place, and revisited every lesson, to ensure that the delivery is carried out with respect to all.

## 5. MORALS AND VALUES FRAMEWORK

The GLA approach to RSHE will be conducted within a clear moral, respect and values framework based on the following principles:

- The value of stable and loving relationships
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion
- The right not to be abused by other people or be taken advantage of both in their everyday lives and online.
- The right of people to follow their own sexuality, within legal parameters.
- Personal Wellbeing

The GLA further support these principles by explicitly teaching British Values and The Protected Characteristics as defined within the Equalities Act 2010:

### British Values

- Democracy,
- Rule of Law,
- Respect and Tolerance,
- Individual Liberty,

Protected Characteristics

- Age,
- Disability,
- Gender Reassignment,
- Marriage or Civil Partnership,
- Race,
- Religion or Belief,
- Sex,
- Sexual Orientation.

Both The British Values and Protected Characteristics are taught in an age appropriate, context driven, way.

## 6. CURRIUCULUM CONTENT

RSHE is based firmly within the Personal Health and Social Education (PHSE) curriculum:

- Living in the Wider World
- Health and Wellbeing
- Relationships
- First Aid

*See also Appendix 2*

## 7. EQUAL OPPORTUNITIES AND SEND

RHE is delivered to all pupils regardless of gender, culture, faith or ability. Teaching and resources will be differentiated as appropriate to address the needs of children with SEND in order for them to have full access to the content of RHE. It is our intention all pupils have the opportunity to experience a programme of RHE at a level which is appropriate for their age and physical development.

## 8. WITHDRAWING A CHILD FROM SEX EDUCATION (cannot withdraw from RSHE)

The Academy includes information on Relationships and Health Education in the Academy prospectus and full details are available on request. The Academy informs parents when the sex education programme is taught and provides opportunities for parents to view the age appropriate content.

Parents have the right to withdraw their children from Sex Education. Should a parent wish to withdraw their child from a sex education lesson they should discuss this with their child's class teacher in the first instance. The class teacher will have a conversation with the parent, provide them with the content and discuss the purpose and educational aims of the session. If the parent still wishes to have their child withdrawn from the session s/he will be referred to the Head teacher who will record their wishes and discuss alternative arrangements for the pupil.

Parents cannot withdraw their children from science lessons that include reproduction.

## 9. ASSESSMENT, RECORDING AND REPORTING OF PUPIL PROGRESS

Pupils' learning objectives in RSHE, Science and RE are evaluated termly and the results contribute to forward planning. A summary of work covered and progress is given to parents in the annual Academy report.

## 10. MONITORING EVALUATION AND REVIEW

All subject co-ordinators carry out detailed monitoring and evaluation of their subjects. As part of this process, the co-ordinators look at all aspects of how their subjects are delivered in the Academy and their relationship to pupil progress. An action plan for further development is then drawn up.

Each Academy school will identify a subject leader for RSHE/PHSE. These leaders will meet frequently to ensure best practice is shared and to identify on-going CPD needs.

It is understood that each school may need to adapt and prioritise content due to context need.

The Academy will identify an RSHE/PHSE Trust Leader to support with this. This trust leader will work alongside the GLA Inclusion lead to ensure timely reviews and context driven content.

## 11. SAFEGUARDING

Teachers have a responsibility to ensure the safety and welfare of their pupils. When teachers are having discussions with pupils about what is not acceptable in a relationship, child protection issues may arise.

Where a member of staff suspects that a child is a victim of abuse or has reason to believe that they are at risk of abuse, the staff member will complete a safeguarding referral on CPOMS and inform the named Designated Safeguarding Lead, in line with the Gloucestershire Safeguarding Board guidance. The GLA Safeguarding policy will be applied.

Appendix 1

# Relationship Education

## By the end of primary school:

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| Families and people who care for me | Pupils should know<br>• that families are important for children growing up because they can give love, security and stability.<br>• 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.<br>• 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.<br>• 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.<br>• that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>• 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 | Pupils should know<br>• how important friendships are in making us feel happy and secure, and how people choose and make friends.<br>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.<br>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.<br>• 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.<br>• 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. |
| Respectful relationships | Pupils should know<br>• 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.<br>• practical steps they can take in a range of different contexts to improve or support respectful relationships. |

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| | • the conventions of courtesy and manners.<br><br>• the importance of self-respect and how this links to their own happiness.<br><br>• 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.<br><br>• 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.<br><br>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.<br><br>• the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | Pupils should know<br><br>• that people sometimes behave differently online, including by pretending to be someone they are not.<br><br>• that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.<br><br>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.<br><br>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.<br><br>• how information and data is shared and used online |
| Being safe | Pupils should know<br><br>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).<br><br>• 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.<br><br>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.<br><br>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.<br><br>• how to recognise and report feelings of being unsafe or feeling bad about any adult.<br><br>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.<br><br>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.<br><br>• where to get advice e.g. family, school and/or other sources |

# Physical Health and Wellbeing

## By the end of primary school:

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| Mental wellbeing | Pupils should know<br>• that mental wellbeing is a normal part of daily life, in the same way as physical health.<br>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.<br>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.<br>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.<br>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.<br>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.<br>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.<br>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).<br>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | Pupils should know<br>• that for most people the internet is an integral part of life and has many benefits.<br>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.<br>• why social media, some computer games and online gaming, for example, are age restricted. |

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| | • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.<br><br>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.<br><br>• where and how to report concerns and get support with issues online. |
| Physical health and fitness | Pupils should know<br><br>• the characteristics and mental and physical benefits of an active lifestyle.<br><br>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.<br><br>• the risks associated with an inactive lifestyle (including obesity).<br><br>• how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | Pupils should know<br><br>• what constitutes a healthy diet (including understanding calories and other nutritional content).<br><br>• the principles of planning and preparing a range of healthy meals.<br><br>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | Pupils should know<br><br>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | Pupils should know<br><br>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br><br>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br><br>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.<br><br>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.<br><br>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br><br>• the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | Pupils should know:<br><br>• how to make a clear and efficient call to emergency services if necessary. |

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| | • concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | Pupils should know:<br>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.<br>• about menstrual wellbeing including the key facts about the menstrual cycle. |

**Appendix 2**

# Overview

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| | Black History Month<br>Hello Yellow | Road Safety<br>Antibullying Week<br>Children in Need | Safer Internet Day<br>Children's Mental Health Week<br>Random Acts of Kindness Day | International Women's Day | Autism Awareness Day<br>Earth Day<br>Walk to School Week | Cycle to School<br>World Refugee Day |
| **EYFS** | Personal focus: safety, self-care, feelings and relationships | Personal focus: safety, self-care, feelings and relationships | Social focus: safety, self-care, feelings and relationships | Social focus: safety, self-care, feelings and relationships | Emotional focus: safety, self-care, feelings and relationships | Health focus: safety, self-care, feelings and relationships |
| **Year 1** | Relationships: Who is special to us? | Wider World: How can we look after each other and the world? | Health and wellbeing: What helps us stay healthy? | Financial Awareness: What can we do with money? | Health and wellbeing: Who helps keep us safe? | Relationships: What is the same and different about us? |
| **Year 2** | Relationships: What makes a good friend? | Relationships and wellbeing: What is bullying? | Health and wellbeing: How do we recognise our feelings? | Health: What helps us to stay safe? | Wider World: What jobs do people do? | Relationships: What is the same and different about us? |
| **Year 3** | Relationships and wellbeing: How can we be a good friend? | Health and wellbeing: What keeps us safe? | Wider World: What are families like? | Health and wellbeing: Why should we keep active and sleep well? | Health: Why should we eat well and look after our teeth? | Wider World: What makes a community? |
| **Year 4** | Health and wellbeing: What strengths, skills and interests do we have? | Relationships and wellbeing: How do we treat each other with respect? | Health and wellbeing: How can we manage our feelings? | Health and wellbeing: How can we manage risk in different places? | Wider World: How can our choices make a difference to others and the environment? | Relationships: How will we grow and change? |
| **Year 5** | Health: What makes up a person's identity? | Relationships and wellbeing: How can friends communicate safely? | Health and wellbeing: How can we help in an accident or emergency? | Financial Awareness: How can I make good choices about money? | Health and wellbeing: How do legal and illegal drugs affect health? | Relationships: How do we grow and change? |
| **Year 6** | Health: How can we keep healthy as we grow? | Financial Awareness: What jobs would we like? | Wider World: How can the media influence people? | Relationships: How do friendships change as we grow? | Relationships: What will change as we become independent? | Wider World: How can we prepare for secondary school? |

## Appendix 3

### Frequently Asked Questions (FAQs)

### How do school answer difficult questions?

When delivering the RSHE objectives, teachers will always consider how children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of developmental differences (including when these are due to specific special educational needs or disabilities) and recognise the potential for discussion on a one-to-one basis or in small groups.

Schools will consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

It is important to note that on occasion, an individual child will ask an explicit or difficult question in the classroom. Questions do not always have to be answered immediately; it may be more appropriate to address them later. We believe that individual teachers must use their skill and discretion in these situations and could refer to the RSHE subject lead.

### Dealing with questions

- Teachers should establish clear parameters about what is appropriate and inappropriate in a whole-class setting.
- Teachers should set the tone by speaking in a matter-of-fact way and ensure that pupils discuss issues in a way which does not encourage giggling and silliness.
- If appropriate, Pupils should be encouraged to write down questions anonymously and post them in a 'problem/worry box'. The teacher will then have time to prepare age-appropriate answers to all questions before the next session and will choose not to respond to any questions which are inappropriate.
- Teachers should respond to questions where they can, always bearing in mind that pupils who do not have their questions answered may go online to find answers.
- Teachers should not be drawn into providing more information than is appropriate to the age of the child.
- If a verbal question is too personal, the teacher should remind the pupils of the pre-established ground rules.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class or raises safeguarding concerns, the teacher should acknowledge the question and promise to attend to it later, on an individual basis.
- Pupils must not be given the impression that teenagers inevitably have sex. The view that sex should be between two people who are mature enough to make informed decisions should be emphasised.
- If a teacher is concerned that a pupil is at risk of sexual abuse the head teacher should be informed and the usual safeguarding/child protection procedures followed.

## Status

Statutory X  Recommended ☐  Good Practice ☐

## Purpose

The Gloucestershire Learning Alliance (GLA) has responsibility for the operations of all Academies that are part of the Alliance. This policy explains the nature of Relationships Education, Relationships and Sex Education (RSE) and Health Education and its contribution to the education of pupils at each of the constituent Academies.

This policy defines:

- RSHE
- Describes how RSHE is provided and who is responsible for providing it
- Explains how RSHE is monitored and evaluated
- Includes information about parents' right to withdraw their child/children from the sex education element of RSE lesson
- This Policy and Guidance takes into consideration DfE Sex and Relationships Guidance (February 2019) alongside the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance.

## Links with other policies

Safeguarding Policy/Handbook
Equalities Policy
Confidentiality Policy
Behaviour Policy/Behaviour Handbook
Anti-Bullying Policy

## Monitoring and Evaluation

Annually X  Every 3 years ☐ Other ☐_____

GLA Safeguarding Lead X Chair of Trust Board ☐Committee Chair ☐  Other ☐ _____