

# Paradigm Trust Relationships Education, Sex Education and Health Education (RSHE) Policy

July 2020

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## Introduction/context/rationale

This policy has been written and updated in line with new Department of Education (DfE) Relationships Education, Relationships and Sex Education and Health Education Draft Policy (2019), Keeping Children Safe in Education (KCSIE), The Equality Act 2010 as well as a formal engagement process with parents/carers. Although there is no requirement to have a specific written Health Education policy, health content is included here in recognition that the content covered in Health Education may overlap with some of the content taught through Relationships Education, RSE and the National Curriculum for Science.

## Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. There continues to be no right of withdrawal from any part of the National Curriculum.

## Purpose of Relationships Education, Sex Education and Health Education

The aim of RSHE is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, and to take responsibility for their sexual health and wellbeing.

At Paradigm Trust, we embrace the challenge of creating happy and successful individuals, building correct, factual knowledge that will enable pupils to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy as they grow.

## Definitions

### Definition of Relationships Education (primary)

Relationship Education is lifelong learning about physical, social, moral and emotional development. It is developing an understanding of family life, the importance of stable and loving relationships, including marriage, respect, love and care.

### Definition of Relationships and Sex Education (secondary)

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It also gives pupils essential skills for building positive, enjoyable, respectful, consenting and non-exploitative relationships and staying safe both on and off line.

## Safeguarding and Child Protection

An effective well taught PSHE curriculum is essential in keeping pupils safe and informed. Through RSHE, schools within the Trust will teach pupils the knowledge and correct terminology they need to recognise and to report abuse, including

emotional, physical and sexual abuse. We will deliver this by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies.

Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong in all aspects of social, mental, emotional and physical wellbeing. Pupils will also be taught the importance of making sensible decisions to stay safe (including online), being clear that any form of abuse is never the fault of a child and why victim blaming is always wrong.

## Scheme of work/ implementation

Relationships Education and Health Education are taught across the Trust through the Jigsaw PSHE scheme of work (see Jigsaw topic overviews) in the context of a broad and balanced curriculum. Lessons are taught in a stepped approach with a gradual build up of knowledge from year to year. Content from the National Curriculum for Science is included in related areas. The content covered in Health Education may overlap with some of the content taught through Relationships Education, RSE and the National Curriculum for Science as well as other subjects, so this will reinforce content and concepts for students. For example, the National Curriculum for Science in key stage 2 includes learning about the changes to the human body as we develop to old age.

Related statutory content taught from the National Curriculum for Science is listed in the content section of this document.

All staff who deliver RSHE are given regular training opportunities and support to ensure that lessons are of high quality.

## Delivering our RSHE Curriculum

We recognise that good RSHE is only possible in the context of provision of high quality PSHE and an ethos which views this learning as an important part of the everyday fabric of the school, rather than isolated, compartmentalised lessons. Some parts of RSHE will be covered through broader PSHE, some through specific provision and some through other subject areas and enrichment activities.

RSHE is a continuous process of learning, which begins well before pupils enter our schools and continues into adulthood. Therefore, we follow a progressive curriculum appropriate to age groups and pupils changing needs. All adults in our Trust schools have a part to play in supporting the aims of RSHE and ensuring these are reflected in our school environment and its day to day management.

## Teaching Methodologies

RSHE is taught in a safe, non-judgemental environment where adults and pupils are confident that they will be respected. Specific ground rules are established at the beginning of any work, in addition to those already used in the classroom. These will include:

- Appropriate use of correct language
- The importance of confidentiality within the lesson
- Identifying appropriate people with whom they may wish to share personal information/ to seek advice from.

## Use of visitors to support RSHE

We believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. We may invite external visitors into our schools who may enhance, but never replace, our planned provision. We will closely work with visitors to ensure that the needs of our pupils are met.

## Equality

The Jigsaw scheme of work is fully compliant with the Equality Act 2010. We carefully consider all backgrounds when planning and delivering RSHE. In relation to pupils with SEND, we ensure our lessons take into account levels of vulnerability, clarity of support for pupils and involvement of particular staff for the support of those children who may have particular needs.

## Special Educational Needs and Disabilities (SEND)

Pupils with SEND are more vulnerable to exploitation, bullying and other issues. RSHE is particularly important for these pupils; for example those with learning disabilities or social, emotional and mental health needs.

Resources may be adapted at points throughout the teaching and learning to best suit the needs of our pupils including those with SEND. This is in line with "Preparing for Adulthood" outcomes which are set out within the SEND Code of Practice: 0 to 25 years.

## Lesbian, Gay, Bisexual, Transgender (LGBT)

We comply with the Equality Act 2010 and ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. LGBT teaching is sensitive and age appropriate. It is fully integrated into the programmes of study across the curriculum rather than delivered as stand alone units or lessons.

Primary pupils learn about different types of relationships, identities, and families, including same sex parents. Pupils also learn about people who may be LGBT that are in the public eye.

Secondary pupils will revisit some of the work completed in primary but with a more in-depth understanding of the different types of sexual orientations and the categories of identity.

## Taking into account different views

In line with DfE recommendations, parents/carers are invited in to view materials and lessons before any content is taught. It is recognised that there will be a range of opinions regarding RSHE. A good understanding of pupils' backgrounds and positive relationships between the school and parents/carers helps to create a constructive context for the teaching of these subjects. When teaching these subjects, the background of all pupils is taken into account when planning, so that the topics that are included in the core content are appropriately handled. Different perspectives are included where appropriate, for example views on marriage.

## Content

### Relationships Education

By the end of primary school, pupils will cover these topics in Relationships Education:

- Families and people who care for me, different families
- Caring friendships
- Respectful relationships

- Online relationships
- Being safe

By the end of secondary school, pupils will cover these topics in Relationships Education:

- Families, roles and responsibilities including parenting
- Different type of long term, committed relationships, including marriage
- Effects of media (including the internet)
- Staying safe - bullying, harassment
- The law around consent, abuse, exploitation, forced marriage, FGM

## Health Education

Throughout primary and secondary, pupils will cover these topics in health education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

Related content taught through the statutory National Curriculum for Science

KS1

- Identify, name, draw and label basic parts of the human body
- Notice that animals including humans have offspring which grow into adults

#### KS2

- Describe the differences in the lifecycles of a mammal, an amphibian, and insect and a bird
- Describe the life processes of reproduction in some animals and plants
- Describe the changes as humans develop to old age.

#### KS3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

#### KS4

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Sex determination in humans

Further detail about each of these primary and secondary topics can be found in the DfE guidance paper: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#)

## Sex Education

At primary level, we choose **not** to teach any sex education that goes beyond the National Curriculum for Science in all year groups apart from Year 6. In primary (Year 6 only), pupils will cover these topics in Sex Education:

- concepts of consent, sexual exploitation, grooming
- reproductive health and fertility, and how this can be affected by lifestyle choices (e.g. alcohol, drugs)
- basic facts around sexually transmitted infections (STIs)
- basic facts around contraceptive choices

In secondary, pupils will cover these topics in Sex Education:

- Intimate and sexual relationships, including sexual health
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring 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
- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

## Explanation of right to withdraw

### Primary

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Parents/carers **do not** have the right to withdraw pupils from Relationships Education.

Parents/carers of primary pupils **do** have the right to withdraw their children from Sex Education other than that which is included in the National Curriculum for Science. As a Trust, we believe it would be better for pupils not to be withdrawn.

Paradigm Trust takes the view that RSHE is a crucial aspect of education, preparing pupils for a fulfilling and safe future.

## Secondary

Parents/carers **do not** have the right to withdraw pupils from Relationships Education. Parents/carers **do** have the right to withdraw their child from some aspects of Sex Education. This does not include what is taught as part of the National Curriculum for Science. Before granting a request to withdraw a pupil, the principal will discuss the value and importance of RSHE with parents. A pupil can request Sex Education without their parent's consent from three terms before their 16th birthday.

	<b>Relationships Education</b>	<b>Health Education</b>	<b>Sex Education</b>	<b>Science</b>
<b>Primary</b>	All pupils must take part - no right to withdraw	All pupils must take part - no right to withdraw	Only taught in Y6 (parent carer right to withdraw)	All pupils must take part - no right to withdraw
<b>Secondary</b>	All pupils must take part - no right to withdraw	All pupils must take part - no right to withdraw	Taught in all year groups (Parent/carer right to withdraw up to 3 terms before 16th birthday)	All pupils must take part - no right to withdraw

## Monitoring and Evaluation

It is the responsibility of senior leaders to oversee and organise the monitoring and evaluation of RSHE. This is done in the context of overall school plans for monitoring the quality of teaching and learning. This takes place through lesson observations, feedback from pupils and feedback from staff. The Board of Directors are responsible for overseeing and reviewing the revision of the RSHE Policy.