



# **RHSE POLICY**

## **Relationships, Health and Sex Education**

**Ratified by the Governing Body:**

**Autumn Term 2020**

**Next review date:**

**Summer Term 2021**

Signed by RHSE Lead **Sally Roche**

Signed by Headteacher:

Signed by Chair of Governors:

Date

## RHSE Policy

Within our RHSE Policy and curriculum, we have ensured all relevant areas of RHSE have been embedded throughout all year groups, from Years 1-11 at Sutton House Academy.

### What is RHSE and how does it link to Well-Being?

RHSE is a statutory subject which means Relationships, Health and Sex Education. RHSE links perfectly with 'Well-Being' for our pupils as the curriculum will support our pupils to feel comfortable, healthy and happy within themselves and develop their knowledge and understanding of themselves as they are growing up.



### Why do we have a RHSE Curriculum? (Appendix 6)

Since September 2020, the Department of Education stated that RHSE is a statutory subject for all Primary and Secondary Schools in the United Kingdom. At Sutton House Academy, we ensure that all pupils have fair and equal opportunities to access our RHSE curriculum by offering a current, relevant and engaging lessons around a range of topics related to Relationships, Health and Sex Education. Therefore, the curriculum provides the appropriate knowledge and time which our pupils need in order to process, discuss and understand different themes.

### What does our RHSE Curriculum look like?

#### RHSE Yearly Overview

| Subject:<br>RHSE         | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--------------------------|---|--|---|---|---|---|
| <b>Primary + Nurture</b> | <u>Safe Relationships online and offline (E-Safety)</u><br>PD/SIS Link<br>Resilience/SMSC   | <u>Me and my Emotions</u><br>PD/SIS Link<br>It's my body/Healthy Eating/My emotions  | <u>Anti-bullying/Bullying/Friendships</u><br>PD/SIS Link<br>British Values/Communication  | <u>Ways to keep safe and healthy</u><br>PD/SIS Link<br>British Values/Aspirations/Managing myself   | <u>SMSC: My place in the world and community, being unique, self-confidence, physical body changes (puberty)</u><br>PD/SIS Link<br>Citizenship-One World/Resilience   | <u>Relationships</u><br>PD/SIS Link<br>Growing up/Relationships   |
| <b>Year 7</b>            | <u>Safe Relationships online and offline (E-Safety)</u><br><u>Transition to Secondary School and Personal Identity</u><br>PD/SIS Link<br>Resilience/SMSC        | <u>Me and my Emotions (Anger Management Course)</u><br>PD/SIS Link<br>It's my body/Healthy Eating/My emotions  | <u>Anti-bullying/Bullying/Friendships</u><br><u>The Government/Democracy/Relationships</u><br>PD/SIS Link<br>British Values/Communication                         | <u>Ways to keep safe and healthy</u><br><u>Money management</u><br>PD/SIS Link<br>Aspirations/Managing myself   | <u>SMSC: My place in the world and community, being unique, self-confidence, physical body changes (puberty)</u><br>PD/SIS Link<br>Citizenship-One World/Resilience   | <u>Relationships</u><br>PD/SIS Link<br>Growing up/Relationships   |
| <b>Year 8</b>            | <u>Safe Relationships online and offline (E-Safety)</u><br><u>Social Media/Body Image</u><br>PD/SIS Link<br>Resilience/SMSC                                     | <u>Me and my Emotions</u><br><u>Understanding feelings and emotions/Healthy Lifestyles</u><br>PD/SIS Link<br>It's my body/Healthy Eating/My emotions | <u>Anti-bullying/Bullying/Friendships</u><br><u>Recognising and dealing with bullying/developing assertiveness</u><br>PD/SIS Link<br>British Values/Communication | <u>Ways to keep safe and healthy</u><br><u>Understanding risk/Understanding eating disorders</u><br>PD/SIS Link<br>British Values/Aspirations/Managing myself | <u>SMSC: My place in the world and community, being unique, self-confidence, physical body changes (puberty)</u><br><u>Developing confidence and self-esteem/Sex and Relationships</u><br>PD/SIS Link<br>Citizenship-One World/Resilience | <u>Relationships</u><br><u>Understanding relationships</u><br>PD/SIS Link<br>Growing up/Relationships         |
| <b>Year 9</b>            | <u>Safe Relationships online and offline (E-Safety)</u><br><u>Interpersonal skills/Individual rights and responsibilities</u><br>PD/SIS Link<br>Resilience/SMSC | <u>Me and my Emotions</u><br><u>Understanding motivation/understanding stress</u><br>PD/SIS Link<br>It's my body/Healthy Eating/My emotions          | <u>Anti-bullying/Bullying/Friendships</u><br><u>Valuing equality and diversity/beliefs and values</u><br>PD/SIS Link<br>British Values/Communication              | <u>Ways to keep safe and healthy</u><br><u>Drugs and substance misuse/Making decisions</u><br>PD/SIS Link<br>British Values/Aspirations/Managing myself       | <u>SMSC: My place in the world and community, being unique, self-confidence, physical body changes (puberty)</u><br><u>Personal identity and self-esteem/Sex and Relationships</u><br>PD/SIS Link<br>Citizenship-One World/Resilience     | <u>Relationships</u><br><u>Teamwork skills/Enrichment activity</u><br>PD/SIS Link<br>Growing up/Relationships |
| <b>Year 10</b>           | <u>Safe Relationships online and offline (E-Safety)</u><br><u>Social Media/Body Image</u><br>PD/SIS Link<br>Resilience/SMSC                                     | <u>Me and my Emotions</u><br><u>Understanding feelings and emotions/Healthy Lifestyles</u><br>PD/SIS Link<br>It's my body/Healthy Eating/My emotions | <u>Anti-bullying/Bullying/Friendships</u><br><u>Recognising and dealing with bullying/developing assertiveness</u><br>PD/SIS Link<br>British Values/Communication | <u>Ways to keep safe and healthy</u><br><u>Understanding risk/Understanding eating disorders</u><br>PD/SIS Link<br>British Values/Aspirations/Managing myself | <u>SMSC: My place in the world and community, being unique, self-confidence, physical body changes (puberty)</u><br><u>Developing confidence and self-esteem/Sex and Relationships</u><br>PD/SIS Link<br>Citizenship-One World/Resilience | <u>Relationships</u><br><u>Understanding relationships</u><br>PD/SIS Link<br>Growing up/Relationships         |
| <b>Year 11</b>           | <u>Safe Relationships online and offline (E-Safety)</u><br><u>Interpersonal skills/Individual rights and responsibilities</u><br>PD/SIS Link<br>Resilience/SMSC | <u>Me and my Emotions</u><br><u>Understanding motivation/understanding stress</u><br>PD/SIS Link<br>It's my body/Healthy Eating/My emotions          | <u>Anti-bullying/Bullying/Friendships</u><br><u>Valuing equality and diversity/beliefs and values</u><br>PD/SIS Link<br>British Values/Communication              | <u>Ways to keep safe and healthy</u><br><u>Drugs and substance misuse/Making decisions</u><br>PD/SIS Link<br>British Values/Aspirations/Managing myself       | <u>SMSC: My place in the world and community, being unique, self-confidence, physical body changes (puberty)</u><br><u>Personal identity and self-esteem/Sex and Relationships</u><br>PD/SIS Link<br>Citizenship-One World/Resilience     | <u>Relationships</u><br><u>Teamwork skills/Enrichment activity</u><br>PD/SIS Link<br>Growing up/Relationships |

At Sutton House Academy, we have devised a personalised curriculum whereby it is split into six key areas, advised by the PSHE Association and the DfE RSE Guidance. Each term, every year group will be exploring differentiated learning objectives linked to similar themes:

- Autumn 1: Resilience, Safe Relationships Online and Offline
- Autumn 2: Me and My Emotions
- Spring 1: Friendships, Bullying, Anti-Bullying
- Spring 2- Ways to Keep Safe and Healthy
- Summer 1- SMSC, Being Unique, Self-Confidence, Puberty, Sex Education (Yr 6-11)
- Summer 2- Relationships

## **Expectations**

As of September 2020, RHSE is a statutory subject and every school across the UK will be expected to teach a minimum of one lesson per week for a minimum of 45 minutes to 1 hour each week. Every child in primary schools have the right to learn about Families and people who care for them, Caring Friendships, Respectful Relationships, Online Relationships (Appendix 7), Being Safe and age appropriate Sex Education for Year 6 pupils. In Secondary school, pupils have the right to learn about Families, Respectful Relationships including Friendships, Online and Media (Appendix 7), Being Safe, Intimate and Sexual Relationships including Sexual Health and the Law.

Class Teachers or Tutors will be expected to teach the RHSE Curriculum to the children on a weekly basis for a minimum of 45-60 minutes.

In Secondary Tutor Registration, pupils will have 15 minutes upon arrival to engage in **'Theme Time'** (Appendix 2) whereby they will have the opportunity to participate in a range of activities and discussions to start their day. Some discussion topics will also be discussed during assemblies too (Appendix 2).

## **Right to withdraw (Appendix 4)**

It is statutory for your child to participate in Relationships Education and they have the right to learn about positive, respectful and healthy relationships whilst at primary school. In relation to Sex Education, it is beneficial for your child to learn about up to date matters in a safe learning environment, however as a school we understand if you wish for your child to wait until secondary school whereby Sex Education is statutory. Please see Appendix 5 for further detail upon the coverage of Sex Education we offer at Sutton House Academy.

As a parent, with a child in Primary School, you have the right to withdraw your child from any lessons around Sex Education due to personal or religious reasons. If this is the case, please indicate this on the RHSE permission letter slip, which is given at the beginning of Year 6.

## Appendix 1- DfE Statutory Requirements

### Summary of requirements

11. The subjects are part of the basic school curriculum (as previously for sex education in maintained secondary schools), which allows schools flexibility in developing their planned programme, integrated within a broad and balanced curriculum.

12. The guidance applies to:

| Relationships Education   | Relationships and Sex Education   | Health Education   |
|---|---|--|
| All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).   | All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section). | All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.   |
|   |   | The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum. |
| The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges <sup>7</sup> , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE. |   |  |

### Pupils with special educational needs and disabilities (SEND)

33. Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes,<sup>12</sup> as set out in the SEND code of practice, when teaching these subjects to those with SEND.

34. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

35. In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### By the end of primary school:

|  |   |
|--|---|
| <b>Families and people who care for me</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>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.</li> <li>that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>  |
| <b>Caring friendships</b>                  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> <li>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.</li> </ul>   |
| <b>Respectful relationships</b>            | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>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.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>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.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>  |
| <b>Online relationships</b>                | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>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.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>   |
| <b>Being safe</b>                          | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>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.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> |

## By the end of secondary school:

Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary:

|  |   |
|--|---|
| <b>Families</b>  | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that there are different types of committed, stable relationships.</li> <li>how these relationships might contribute to human happiness and their importance for bringing up children.</li> <li>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.</li> <li>why marriage is an important relationship choice for many couples and why it must be freely entered into.</li> <li>the characteristics and legal status of other types of long-term relationships.</li> <li>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</li> <li>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.</li> </ul>  |
| <b>Respectful relationships, including friendships</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</li> <li>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.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</li> <li>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</li> <li>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</li> <li>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</li> </ul> |
| <b>Online and media</b>                                | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</li> <li>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.</li> <li>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</li> <li>what to do and where to get support to report material or manage issues online.</li> <li>the impact of viewing harmful content.</li> <li>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</li> <li>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</li> <li>how information and data is generated, collected, shared and used online.</li> </ul>                            |
| <b>Being safe</b>                                      | <p>Pupils should know</p>   |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.</li> <li>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).</li> </ul>  |
| <b>Intimate and sexual relationships, including sexual health</b> | <p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</li> <li>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</li> <li>that they have a choice to delay sex or to enjoy intimacy without sex.</li> <li>the facts about the full range of contraceptive choices, efficacy and options available.</li> <li>the facts around pregnancy including miscarriage.</li> <li>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).</li> <li>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.</li> <li>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</li> <li>how the use of alcohol and drugs can lead to risky sexual behaviour.</li> <li>how to get further advice, including how and where to access</li> </ul> |

## The Law

82. It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships. There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)



## Appendix 2- Assemblies, Theme Time and Discussion Points in Secondary



### SHA Assembly Themes RHSE Focussed

Assemblies are time for togetherness, reflection, peace and thoughts. To support our RSHE curriculum, throughout each term, our assembly themes have been gathered from the DfE guidance for RSE statutory expectations. Therefore, members of staff who lead the assemblies will follow the themes listed below to embed these topics of which are high importance to all of our pupil's lives and experiences whilst growing up with us at SHA.

| Primary Assemblies  | Secondary Assemblies   |
|---|--|
| <ul style="list-style-type: none"> <li>❖ Positive relationships</li> <li>❖ What friendship is</li> <li>❖ What family means</li> <li>❖ Who can support us</li> <li>❖ Taking turns and sharing with others</li> <li>❖ Consideration and respect</li> <li>❖ The importance for honesty and truthfulness</li> <li>❖ Permission seeking and giving</li> <li>❖ Personal privacy</li> <li>❖ Personal space and boundaries</li> <li>❖ Understanding the difference between appropriate and inappropriate or unsafe physical or other contact</li> </ul> | <ul style="list-style-type: none"> <li>❖ Achieving goals</li> <li>❖ Perseverance</li> <li>❖ Honesty</li> <li>❖ Integrity</li> <li>❖ Humility</li> <li>❖ Courage</li> <li>❖ Kindness</li> <li>❖ Generosity</li> <li>❖ Trustworthiness</li> <li>❖ Sense of justice</li> <li>❖ Self-respect and self-worth</li> <li>❖ Healthy relationships</li> <li>❖ Respecting others</li> <li>❖ Prejudice (Gender stereotypes)</li> <li>❖ Bystanders</li> <li>❖ Controlling and Coercive behaviour</li> </ul> |

### Discussion Points

...focus' of the PLT to on Thursdays, for the ...develop awareness and ...id a range of current pupils, of which can be keep them safe. |

### Discussion Points

...ual consent  
...ual exploitation  
...ction  
...e  
...l  
...al images (indecent photos  
...ildren/sexting/sending  
...es")  
...ence against women and  
...emism and radicalisation



### SHA Secondary Form Group Arrival Routine

#### 'Theme Time'

| Monday   | Tuesday  | Wednesday   | Thursday  | Friday  |
|--|--|---|---|---|
| Current Affairs  | Numeracy Focus   | Literacy Focus  | RHSE Focus  | Reflection on ISP Targets   |
| <ul style="list-style-type: none"> <li>✓ Time to share weekend experiences</li> <li>✓ Newsround</li> <li>✓ Discuss any issues arising currently in the news</li> <li>✓ British Values activities around Democracy, Rule of Law, Respect and Tolerance and</li> </ul> | <ul style="list-style-type: none"> <li>✓ Half termly Numeracy focus activities</li> <li>✓ Games</li> <li>✓ Class challenge</li> <li>✓ Problem solving tasks</li> </ul> | <ul style="list-style-type: none"> <li>✓ Half termly Literacy focus activities</li> <li>✓ Games</li> <li>✓ Spot the mistake</li> <li>✓ 60 second reads (Comprehension)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Linking within RHSE lesson for that week</li> <li>✓ Current needs of class/form</li> <li>✓ Discussions around emotions, well-being, bereavement, loss, loss of wealth etc</li> <li>✓ Answering questions from the Worry Box</li> </ul> | <ul style="list-style-type: none"> <li>✓ Time to read, reflect and discuss personal ISP targets</li> <li>✓ Developing a deeper awareness and understanding around personal targets</li> </ul> |

### 15 Minute Consistent Approach upon Arrival

- ✓ All pupils will have the opportunity to have 15 minutes during the start of their day to be registered and complete a 5-10 minutes, short, sharp activity or discussion related to a different theme each day
- ✓ Each session will be linked to SMSC through the ethos and culture of these sessions being inclusive to all and current, relevant topics being discuss will be meaningful towards everybody
- ✓ British Values, Numeracy, Literacy, RHSE and time to reflect on ISP's will be at the paramount of the start of each pupil's day, so they continually develop their understanding of the importance around these aspects of our curriculum.
- ✓ All Primary Class Teachers and Secondary Form Tutors will be responsible for delivering these sessions each day and daily activities will need to be noted on to your weekly plans
- ✓ These sessions are adaptable to suit the needs of your pupils and what they need in order to develop an awareness and deeper understanding around their themes each half term

## Appendix 3- How Sex Education links to RHSE and other subjects

This section looks at how sex and relationship education can fit into the Personal, Social and Health Education framework.

- 3.1 Sex and relationship education should be supported by a school's wider curriculum for personal, social and health education. In this way, schools can ensure that pupils:
- receive their sex education in the wider context of relationships; and
  - are prepared for the opportunities, responsibilities and experiences of adult life.

### *In primary schools*

- 3.2 The combined PSHE and Citizenship framework at Key Stages 1 and 2 is developed through four broad themes and makes clear what is appropriate in the early primary years and the transition year. The present requirements set out within National Curriculum Science and shown in the box below should be delivered through these four broad themes and within the context of the National Healthy School Standard to ensure effective provision. The four themes are:
- developing confidence and responsibility and making the most of pupils' abilities;
  - preparing to play an active role as citizens;
  - developing a healthier, safer lifestyle; and
  - developing good relationships and respecting differences between people.
- 3.3 At primary school level sex and relationship education should contribute to the foundation of PSHE and Citizenship by ensuring that all children:
- develop confidence in talking, listening and thinking about feelings and relationships;
  - are able to name parts of the body and describe how their bodies work;
  - can protect themselves and ask for help and support; and
  - are prepared for puberty.

### *National Curriculum Science*

#### *Key Stage 1*

1. b) that animals including humans, move, feed, grow, use their senses and reproduce
2. a) to recognise and compare the main external parts of the bodies of humans  
f) that humans and animals can produce offspring and these grow into adults
4. a) to recognise similarities and differences between themselves and others and treat others with sensitivity

#### *Key Stage 2*

1. a) that the life processes common to humans and other animals include nutrition, growth and reproduction
2. f) about the main stages of the human life cycle

### *In secondary schools*

- 3.4 At Key Stages 3 and 4, Citizenship is delivered under a statutory order and PSHE is non-statutory. Despite these differences, some aspects of the four broad themes of Key Stages 1 and 2 and the requirements of Key Stages 3 and 4 of National Curriculum Science (set out in the box below) can still be related to each other and delivered through them. Sex and relationship education delivered through these four broad themes within the context of the National Healthy School Standard will ensure effective and appropriate provision.

- 3.5 At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:
- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
  - be aware of their sexuality and understand human sexuality;
  - understand the arguments for delaying sexual activity;
  - understand the reasons for having protected sex;
  - understand the consequences of their actions and behave responsibly within sexual and pastoral relationships;
  - have the confidence and self-esteem to value themselves and others and respect for individual conscience and the skills to judge what kind of relationships they want;
  - communicate effectively;
  - have sufficient information and skills to protect themselves and, where they have one, their partner from unintended/unwanted conceptions, and sexually transmitted infections including HIV;
  - avoid being exploited or exploiting others;
  - avoid being pressured into unwanted or unprotected sex;
  - access confidential sexual health advice, support and if necessary treatment; and
  - know how the law applies to sexual relationships.

### *National Curriculum Science*

#### *Key Stage 3*

1. d) that fertilisation in humans... is the fusion of a male and a female cell
2. f) about the physical and emotional changes that take place during adolescence  
g) about the human reproductive system, including the menstrual cycle and fertilisation  
h) how the foetus develops in the uterus  
n) how the growth and reproduction of bacteria and the replication of viruses can affect health

#### *Key Stage 4*

2. f) The way in which hormonal control occurs, including the effects of sex hormones  
g) some medical uses of hormones, including the control and promotion of fertility  
l) the defence mechanisms of the body
3. d) how sex is determined in humans

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/283599/sex\\_and\\_relationship\\_education\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/283599/sex_and_relationship_education_guidance.pdf)

## Appendix 4- Right to Withdraw DfE Guidance

### **Right to be excused from sex education (commonly referred to as the right to withdraw)**

45. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the

detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

47. Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

50. If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.





## Appendix 5- Sex Education Coverage Checklist (Assessment Evidence)

| Primary- Year 5 + 6   |                | Secondary-Year 7  |                |
|---|----------------|---|----------------|
| LO  | Date completed | LO  | Date completed |
| To explore ways our body physically changes during puberty  |                | To review my understanding around physical and emotional changes that occur during puberty  |                |
| To understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene            |                | To develop an understanding of how emotional changes can affect our relationships with others   |                |
| To discuss the physical and emotional changes that happen when approaching and during puberty   |                | To reflect upon the changes which happen during puberty   |                |
| To discuss the process of reproduction and birth as the human life cycle  |                | To explore how girls bodies changes during puberty  |                |
| To be aware of how babies are conceived and born (and that there are ways to prevent a baby being made)   |                | To explore how boys bodies change during puberty  |                |
| To discuss how babies need to be cared for  |                | To learn how to cope during puberty   |                |
| Secondary- Year 8   |                | Secondary- Year 9   |                |
| LO  | Date completed | LO  | Date completed |
| Know about different sexual relationships (Level 1)   |                | Understand how the body works in relation to sexual activity (Level 1)  |                |
| Understand the risks associated with a sexual relationship (Level 1)  |                | Understand methods of contraception (Level 1)   |                |
| Understand law in relation to sex (Level 1)   |                | Know how to maintain good sexual health (Level 1)   |                |
| Secondary- Year 10  |                | Secondary- Year 11  |                |
| LO  | Date completed | LO  | Date Completed |
| Know about different sexual relationships (Level 2)   |                | Understand how the body works in relation to sexual activity (Level 2)  |                |
| Understand the risks associated with a sexual relationship (Level 2)  |                | Understand methods of contraception (Level 2)   |                |
| Understand law in relation to sex (Level 2)   |                | Know how to maintain good sexual health (Level 2)   |                |
| Drop Down Week LOs  |                | Drop Down Week LOs  |                |
| To understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours |                | To recognise the impact of drugs and alcohol on choices and sexual behaviour  |                |
| To assess readiness for sex, including sexual activity online, as an individual and within a couple   |                | To know how to respond if someone has, or may have, an STI  |                |
| To evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences               |                | To be aware of the possibility of miscarriage and support available to people who are not able to conceive or maintain a pregnancy                |                |
| To be aware that fertility can vary in all people, changes over time (including menopause) and can be affected by STIs and other lifestyle factors    |                | To develop an awareness about choices and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice |                |
| To be aware of the purpose, importance and different forms of contraception; how and where to access contraception and advice                         |                | To review the purpose, importance and different forms of contraception; how and where to access contraception and advice                          |                |

## Appendix 6- SHA RHSE Vision

### RHSE Vision

Sally Roche- RHSE Leader



| Intent         |   |
|----------------|---|
|                | <p>RHSE is intended to support children and provide discussions regarding relationships, living in the wider community and health and well-being. As the leader of RHSE, I am striving for all children to feel happy and safe whilst at school and comfortable and confident in their own skin as individuals.</p> <p>All of our children come from a diverse range of home backgrounds but when at school they unite as a community and I want them to all have the same exposure to discussions about topics to personal, social, health and emotional well-being.</p> <p>For them to identify who they are, what positive relationships they have, where they come from, be accepting of others and have a positive mindset to hopefully sustain with them throughout their education and life.</p> <p>Be proud of who they are and what they can achieve and know that changes they may face as they're growing up is ok and there's nothing to be afraid of.</p>  |
| Implementation |   |
|                | <p>Currently, I have created a long-term overview for each year group with age appropriate and specific learning objectives that I have given as guidance for them to follow.</p> <p>In Primary, I have devised a scheme of work influenced by the guidance of DfE, PSHE Curriculum and RSE guidance and the needs of our pupils. Resources have been sourced through quality assured resources from PSHE Association, NSPCC, Think You Know, FPA and Twinkl.</p> <p>In Secondary, pupils from Year 8, will be following the NOCN qualification of Personal Well-Being Level 1 and 2 which covers a range of units and themes linked with PSHE and RSE. Across KS3 and KS4, Relationships and Sex education will be covered within the NOCN qualification and there will also be a drop down week for our pupils to ensure they have the knowledge and understanding they need. Furthermore, our Secondary pupils will have the opportunity to participate in a Careers week, following the Careerpath scheme of work during the summer term, where they will have the opportunity to explore and understand the choices they can make in order to inspire their aspirations and Post 16 pathways.</p> <p>Throughout the year, the whole school will participate in the annual Children's Mental Health Week and Internet Safety Day, alongside days to support and fundraise for a range of charities such as Children in Need, Sports relief etc.</p> <p>As I would like the teachers to take more ownership on the lessons, I would like staff to continue their short term planning for RHSE themselves and as a leader I will offer support in lesson ideas and sourcing resources for specific learning objectives.</p> |

### RHSE Vision

Sally Roche- RHSE Leader



| Impact<br>in Personal Well-Being.   |   |
|---|---|
| <p>In my monitoring I will be looking for evidence of these lessons taking place in RHSE books in Primary and speaking with children to see what they have been learning about in My Well Being, then for Secondary they will build evidence in their personal files from Year 7 to evidence learning and completion of units for their Level 1 and 2 qualification</p> | <p>The expected impact from RHSE will be seeing children having a strong understanding of positive relationships which will reflect upon the children's behaviour and social skills whilst at school. They will know about their community and the country they are living in by being taught about different cultures, the government and the history of different celebrations which take place in England. Furthermore, the children will be aware of the importance of looking after not only their physical but their mental health too. Learn about puberty and the challenges they may face as they hit adolescence and knowing that what they are experiencing is perfectly normal.</p> <p>Most importantly that they feel they can trust their teachers to ask questions if they're unsure or are worried about something that could have happened or is going on to support them through their experience of growing up.</p> <p>I'm also expecting all staff to take this vision and approach on board with me and teach high quality lessons with the specific learning objectives I have provided so that each child that comes to us from Years 1-11 have had a breadth of discussions to address any misconceptions and are ready for the rest of their adolescent and adult lives.</p> |

## Appendix 7- SHA Online Safety Vision

### **E-Safety Vision**

Sally Roche- RHSE Leader



#### **Intent**

E-Safety is the key to protecting everybody from dangerous or unsafe situations online. At Sutton House Academy, we intend to educate our pupils by teaching them about the risks of sharing personal information, talking to strangers online, believing everything they read on the internet and digital footprint.

Mostly all of our pupils have access to the internet at home using a variety of devices and the more apps, online games and social media sites they use the more risks they are likely to have so we intend to provide guidance in what to do if they find themselves feeling uncomfortable or unsafe when using the internet.

We also intend on parents engaging with us as a school about important, up to date information regarding E-Safety so that all parents are aware of the risks their child may experience, how to protect them from those risks and how to support their child if they do experience a difficult situation from being online.

#### **Implementation**

At Sutton House Academy, we teach E-Safety through our PSHE scheme of work whereby children are able to participate in discussions and lessons around keeping safe online. Throughout Primary and Secondary, pupils will have the opportunity to speak in a safe space around current online safety issues, cyberbullying, social media and appropriate behaviour online.

#### **Impact**

The expected impact from our E-Safety curriculum, is for them to understand the risks involved when using the internet, how to deal with difficult situations online, be aware of cyberbullying and the affects it can have on others as well as knowing about the severity of digital footprint, if choosing to post online.

We aim to prevent cyberbullying or any risks coming in contact with our pupils from both within the school and outside of school.