



Relationship, Health and Sex Education (RHSE)

LAST REVIEW

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REVIEW PERIOD

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1. Introduction

Within our RHSE Policy and curriculum, we have ensured all statutory and relevant areas of RHSE have been embedded throughout all year groups, from Years 1 – 11 at Sutton House Academy. This policy is closely linked to the safeguarding policy, online safety policy and PSHE policy.

2. What is RHSE and How Does it Link to Well-Being?

RHSE is a statutory subject which stands for Relationships, Health and Sex Education. RHSE links seamlessly with the well-being of our pupils as the curriculum will support everyone to feel comfortable, healthy and confident in themselves and develop their knowledge and understanding of own thoughts and emotions whilst growing up and maturing.



3. Why do we have a RHSE Curriculum?

Since September 2010, 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 curriculum 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 matters. In Appendix 1, there is a specific age-appropriate guidance to explain what and when pupils should know at specific ages.

4. What does our RHSE Curriculum look like?

As Sutton House Academy is an Social, Emotional and Mental Health (SEMH) school, we could potentially have pupils ranging from Year 1 – 11, therefore, we have created a bespoke scheme of work to ensure coverage from the DFE guidance so they can develop an individual, coherent and broad knowledge around various topics included within the RHSE curriculum.

KS1, KS2 and KS3 pupils will participate in age appropriate RHSE lessons and their progress will be recorded in RHSE exercise books in a range of ways depending on the abilities of the pupils, for example, photographic evidence, mind maps, annotations, written work, drawing, circle time and group Q&A sessions.

KS4 pupils will participate in the NOCN Level 1 Award, Certificate and Level 2 Certificate in Personal Well-Being which will go towards their finalised qualifications. The qualifications is coursework based and evidence will be gathered in a range of ways such as written work, photographic evidence, mood boards, role play sessions, group discussions and Q&A sessions

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5. Year 1-11 RHSE Topics

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Keeping Safe	Online Safety	E-Safety	Resilience and E-Safety	E-Safety	Safe Relationships Online and Offline	Living in the Wider World *Aspirations *Self-Esteem	Looking After Our Health	Rights and Responsibilities	E-Safety	Personal Identity, Self-Esteem and Confidence
Autumn 2	Thinking Positive	Be Yourself	Positive Thinking	Emotional and Mental Well-being	Me and My Emotions	Me and My Emotions (Anger Management)	Living in the Wider World *Budgeting *Money	Prejudice, Values and Extremism	Our Health and Personal Safety	Personal Identity, Self-Esteem and Confidence	Healthy Lifestyles
Spring 1	One World	Diverse Britain	Friendships	Anti-bullying and Friendships	Bullying and Discrimination	British Values	Healthy Living and Responsible Choices	Careers and Finance	Achieving with Good Mental Health	Mental Health and Wellbeing	Awareness of Drugs and Substance Use
Spring 2	Aiming High	Money Matters	Aspirations	Aspirations, Physical and Mental Well-being	Keeping Safe and Healthy	Being Safe and Healthy	Relationships, Identity and Safety	My Goals, Behaviours and Emotions	Preparing for the Wider World – Careers, Enterprise and Finance	Mental Health and Wellbeing	
Summer 1	It's My Body	Growing Up	Looking After My Body	Puberty	Puberty, Personal Hygiene and Body Changes	Sex Education Puberty	Puberty, Emotional Health and Wellbeing	Sex, Relationships and Conflict	Sex Education, Contraception and Pornography	Understanding Sex and Relationships	
Summer 2	Relationships	Team Skills	Relationships and Bullying	Relationships	Relationships	Transitioning from Primary to Secondary School	Online Safety	Discrimination, Prejudice and Challenges	Healthy Relationships with Other and Ourselves	Understanding Sex and Relationships	

5.1 So, what is taught and when?

Keeping Safe Managing Risks	Year 1 – Aut 1 Year 5 – Spr 2 Year 6 – Spr 2	Year 9 – Aut 2 Year 11 – Spr 1	Sex Education	Year 6 – Sum 1	Year 8 – Sum 1 Year 9 – Sum 1 Year 10 – Sum 1 and Sum 2	E-Safety	Year 2 – Aut 1 Year 3 – Aut 1 Year 4 – Aut 1 Year 5 – Aut 1 Year 10 – Aut 1	Year 7 – Sum 2
Difference and Diversity	Year 1 – Spr 1 Year 2 – Spr 1 Year 5 – Spr 1 Year 6 – Spr 1	Year 8 – Aut 2 Year 8 – Sum 2 Year 9 – Aut 1	Relationships Education	Year 1 – Sum 2 Year 2 – Sum 2 Year 3 – Spr 1 and Sum 2 Year 4 – Spr 1 and Sum 2 Year 5 – Sum 2 Year 6 – Aut 1	Year 7 – Spr 1 Year 9 – Sum 2	Emotional, Mental and Physical Well- being	Year 1 – Aut 2 and Spr 2 Year 2 – Aut 2 Year 3 – Aut 2 and Spr 2 Year 4 – Aut 2 and Spr 2 Year 5 – Aut 2 Year 6 – Aut 2	Year 7 – Aut 1 Year 8 – Spr 2 Year 9 – Spr 1 Year 10 – Aut 2, Spr 1 and Spr 2 Year 11 – Aut 1
Healthy Lifestyles	Year 2 – Spr 2	Year 7 – Aut 2 and Spr 1 Year 11 – Aut 2	Growing up/ Puberty	Year 1 – Sum 1 Year 2 – Sum 1 Year 3 – Sum 1 Year 4 – Sum 1 Year 5 – Sum 1	Year 7 – Sum 1	Transitioning Careers	Year 6 – Sum 2	Year 8 – Spr 1 Year 9 – Spr 2

5.1 Continued

Throughout each academic year, these key topics are covered, revisited and differentiated so they are age appropriate and meet the needs of our pupils at SHA. As you can see from our Year 1 to 11 RHSE Topics, Emotional, Mental and Physical Well-Being is embedded throughout the curriculum due to the volume of pupils who lack confidence, self-esteem, emotional literacy skills and understanding around how to take care of their mental and physical health. We also cover learning around the importance of healthy lifestyles to embed this further. Therefore, at SHA we aim to ensure these key skills are taught through engaging lessons across all key stages and evidenced in a range of ways. We also aim to support our pupils emotional and mental health needs by ensuring their efforts are noticed in our weekly rewards ceremony, organise extra-curricular activities, follow age-appropriate reward systems and arrange trips for pupils to develop their intrinsic motivation towards building positive attitudes towards their behaviour and learning. Furthermore, if a pupil is off due to illness or self-isolation, we also offer virtual support through Google Classroom by communicating with our pupils, so they still feel connected whilst being at home.

Furthermore, due to the vulnerability of our pupils, E-Safety, keeping safe when out and about and managing risks can be quite challenging for our pupils to understand the concept of, therefore we also have drop down days and visits from local police officers so they can build positive relationships with the emergency services, so they know they are there to help. To ensure our pupils understand the importance of E-Safety, we also participate in the annual National 'Internet Safety Day' where pupils participate in discussions around internet safety with their tutors. In the coming academic year, the aim is for a drop-down day to be arranged by the RHSE Coordinator and relevant teaching staff to refresh knowledge and understanding around the risks of being online.

Difference and diversity is highly imperative at SHA and we encourage our pupils and staff to demonstrate tolerable and understanding approaches towards others. We participate in charity days such as 'Children in Need', 'Comic/Sports Relief' and 'Christmas Jumper Day' and discuss the reasons behind why we are raising money for these charities to encourage our children to develop skills of empathy and caring towards others within society. Topics related to British Values, community and equality are also embedded within our RHSE curriculum in all key stages.

Relationships Education is evident throughout the majority of all year groups as this is now a statutory core subject. As a school we embed an ethos where positive and healthy relationships are encouraged and we take part in Anti-Bullying Week which usually takes place in November, this then refreshes pupil's understanding around kindness, friendship, and the meaning of bullying. Anti-bullying is a theme that is part of the golden thread of continuous pupil support, this is predominantly covered during Personal Development lessons and assemblies. Our school has a 0% tolerance towards bullying and this is embedded throughout the ethos of our school.

During Spring 2, letters are sent in preparation for Summer 1 Sex Education topics. This will be a consent form for parents to ensure they are made aware of the topics we are teaching and that they are within their rights to withdraw their child from Sex Education on religious grounds, however it is statutory for them to participate in all aspects of this subject, as most topics are included within the Science National Curriculum and within the DfE guidance for RHSE. From the age of 15, pupils can override parental consent to participate in Sex Education lessons.

6. SHA's RSHE Expectations

Since September 2020, RHSE has gained a place within the National Curriculum as a statutory subject which every school across the UK is lawfully expected to teach a minimum of one lesson per week for a minimum of 45-60 minutes.

Primary pupils cover topics such as caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, mental well-being, internet and safety harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, British values, aspirations, anti-bullying, money management and changing adolescent body.

Secondary pupils cover topics such as families, respectful relationships including friendships, online and media, social media, being safe, intimate and sexual relationships, including sexual health, mental well-being, internet safety and harms, physical health and fitness, healthy eating, money management, careers, emotional and mental well-being, life skills, drugs, alcohol and tobacco, health and prevention, basic first aid and changing adolescent body.

These topics have been spread out so that some topics are revisited in more detail and others where they are only taught in specific year groups. The learning objectives are based on statutory guidance and have been carefully selected for our pupils here at SHA. Due to all of our pupils having EHCP's and show vulnerable tendencies, the RHSE topics and learning objectives are crucial in order to safeguard them within our current society and provide them with the key skills and knowledge in how to be a positive role model within society as individual citizens.

The expectation across SHA is that in Primary, each child receives one 45 minute RHSE lesson each week which suits their specific year group and in Secondary, pupils are taught RHSE by the RHSE Secondary Coordinator. Furthermore, it is the responsibility of all tutors to address any misconceptions related to RHSE, depending on the pupil and their current circumstances; this not only supports each pupil to correct any misconceptions they may have but it also promotes the high level of safeguarding we implement within our school at SHA.

By the time a pupil leaves us at the end of Year 11, they should be fully aware of the key characteristics of healthy, positive and respectful relationships, understand the law and consequences of inappropriate behaviour online and offline, be aware of adolescent body changes, sexual relationships and sexual health, understand the importance and benefits of keeping safe, healthy and physically fit, have an idea of their Post 16 pathway through careers activities, be aware of the impact of legal and illegal substances, know how to access support from charities or emergency services if required and know the importance of being a good citizen in society.

7. Appendix 1 – Parent Guidance for RSE

7.1 A spiral curriculum, year by year approach

It is critical to note that the words used to describe topics will be introduced much later to children than the content of the topic. For example, children will be taught that there are “programmes for adults” and “pictures of people with no clothes on”, we would never introduce the word pornography.

From age three (nursery): Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

Age four to six (reception – year 1): From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

Age six to eight (year 2 – 3): Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition who to tell, if someone encourages them to watch inappropriate content (this can be a grooming tactic).

Age eight to nine (year 4): By this age children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age. We also recommend giving a gentle introduction to reproduction, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers who may have been looking online for the definition of “sex”. Whilst some parents and teachers may question this age, it is important to know that ‘sex’ is spoken and sung about, widely in the media including in pop music aimed at children (e.g. Little Mix). If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age-appropriate manner, than to leave them hungry for information.

Age nine to 11 (year 5 – 6): At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

Age 11 to 12 (year 7): In secondary school, the reinforcement of previous information is critical to ensure all pupils have a good foundation, as relationship and sex education provision from feeder schools may be inconsistent. In addition, further information on personal safety, potential grooming and exploitation scenarios can be delivered in a realistic but age-appropriate way.

Age 12 to 13 (year 8): Sex and the law should be introduced as a topic, identifying risky behaviour and consequences, including pregnancy myths, alcohol, technology, rights and responsibilities. The new Government guidance also requires we define subjects covered in the

media such as FGM (female genital mutilation) Honour Based Violence and Arranged Marriage. Sexual orientation, information on growing up gay, challenging homophobia as well as concepts of gender stereotypes should be core to any programme of education. Information for boys on safe ways to access information about relationships and sex is crucial as several may have already viewed pornography at this stage. Myth busting between media and real-world representations of sex and gender stereotypes are beneficial for both boys and girls. Yet again, at this age group technology and internet safety need to be reinforced and discussed, CSE (child sexual exploitation) can be further highlighted.

Age 13 to 14 (year 9): Topics at this age group include self-esteem within relationships, confidence, communication skills and consent including the effects of alcohol and behaviour in relationships. Contraception should be covered, including the modern methods and their local availability. Information on sexually transmitted infection and their effects, including long term risks, safer sex, including condom information and practical demonstrations are all recommended. Further insight into parenthood and the effects of an unplanned pregnancy on potential fathers and mothers will aid these young people.

Age 14 to 15 (year 10): Looking at boundaries at this age is useful, what's the difference between flirting and sexual harassment? Identifying abusive relationships as well as identifying the elusive "perfect partner". Further information on the realities of pregnancy and parenthood, including the physical impact of pregnancy, plus the social and economic price that young parents pay.

Age 15 to 16 (year 11): As with primary, the final year at secondary school is spent recapping on previous topics as well as allowing students to lead the discussion by asking anonymous questions or through open discussion.