



Ark Ayrton  
Primary Academy

RELATIONSHIP, HEALTH AND  
SOCIAL EDUCATION

DRAFT POLICY – May 2021



Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2020/2021	S Bennett-Acres	J Sullivan		

### Policy review dates

Review Date	Changes made	By whom
Sept 2022		S Bennett-Acres/J Sullivan

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## I HOW THIS POLICY WAS DEVELOPED

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This policy was written by Miss Sullivan and is in the process of being developed in consultation with parents, teachers and other school staff, and governors at Ark Ayrton Primary Academy. We have listened and responded to all views to help strengthen the policy, ensuring that it meets the needs of all of our pupils. It has been approved by the school's governing body.

## 2 LEGAL REQUIREMENTS OF SCHOOLS

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It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings.

At Ark Ayrton we acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad curriculum and wish to have a policy that not only covers the statutory content, but covers all aspects of our Relationship, Social, Health and Education provision (RSHE).

### 3 WHAT RELATIONSHIP, SOCIAL, HEALTH AND EDUCATION (RSHE) IS:

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Our RSHE education, including non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be taught, developed and applied. Promoting positive behaviour, good mental health and wellbeing, resilience and achievement, helps children to stay safe online, develop healthy and safe relationships, make sense of media messages, challenge extreme views and have the skills and attributes to negotiate and assert themselves now and in the future.

Through our RSHE provision, we want our children to develop as confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout our curriculum and culture. Our RSHE program is built around a spiral curriculum of recurring themes, designed to:

1. Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions
2. Encourage and support the development of social skills and social awareness
3. Enable pupils to make sense of their own personal and social experiences
4. Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle
5. Enable effective interpersonal relationships and develop a caring attitude towards others
6. Encourage a caring attitude towards and responsibility for the environment
7. Help our pupils understand and manage their feelings, build resilience, be independent and be curious problem solvers
8. Understand how society works and the laws, rights and responsibilities involved

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Relationship, Social and Health Education are critical to ensuring children are effective learners.

### 4 HOW RSHE IS PROVIDED AND WHO IS RESPONSIBLE FOR THIS

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At Ark Ayrton we use SCARF, which is a comprehensive scheme of work for RSHE. An overview of SCARF can be found on our website. It covers all of the DfE's new statutory requirements for Relationships, Social and Health Education, including non-statutory Sex Education.

Our RSHE Leader, Miss Sullivan works closely with the Senior Leadership Team and teaching

staff in each year group to ensure all staff are equipped with the knowledge, skills and resources to deliver RSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films.

Class teachers follow a medium term plan that has been carefully designed to meet the needs of our pupils and community. This plan covers the six half termly units provided by SCARF in a sequence that has been adjusted to best fit our school. Lessons are taught weekly and impartially by class teachers as they have the best relationships with their children. The lesson plans provide the specific learning objectives for each lesson and support for how to teach the lessons including appropriate vocabulary and possible questions that may arise from our pupils. Teachers use the scheme (with support from the RSHE lead) to plan and teach lessons that are appropriate to the age and stage of their children.

## 5 WHAT IS BEING TAUGHT

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### **The Early Years Foundation Stage**

In the Early Years Foundation Stage, RSHE education is about making connections. This will be through child-led activities, including play. RSHE is taught through activities that are part of topics covering skills such as dressing, feeding and toileting. Children engage in social activities, as members of a small group during their afternoon discovery time or occasionally during whole-school activities such as assemblies and school trips.

### **KS1 and KS2**

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living in the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also help pupils to understand how their choices and behaviours can affect others. They are taught to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within the Science National Curriculum in Year 2, the children learn that animals, including humans, have offspring that grow into adults. They will be introduced to the concepts of

reproduction and growth, but not how reproduction occurs.

In Year 3, we will teach our children about periods and menstruation to help prepare them. It is advised that children are now taught about periods as it is not uncommon for menstruation to begin before that age and girls can start their periods as young as 8 years old, as stated on the NHS website.

In Year 5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

To best support the transition of Year 6 children moving to secondary school and to support their ongoing emotional and physical development, the DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education lessons that take place in Year 6, children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it underpins the foundations for their ongoing Relationships and Sex Education in their secondary school.

## 6 HOW RSHE IS MONITORED, EVALUATED AND ASSESSED

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In RSHE there are two broad areas for assessment:

- Children's knowledge and understanding; for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy
- How well children can use their knowledge and understanding in developing skills and attitudes; for example, through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

Pupils have a specific RSHE book, where they record their work throughout the year. Their work is marked in line with the school's marking policy. The monitoring of the standards of children's work and of the quality of RSHE education is the responsibility of the RSHE Leader

## 7 HOW THE DELIVERY OF CONTENT WILL BE MADE ACCESSIBLE TO ALL PUPILS

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Lesson plan content is adapted and extra support provided where necessary to ensure all pupils are able to access our RSHE curriculum. Work set in RSHE lessons will take into account any targets set for children with SEND.

At Ark Ayrton, we ensure that RSHE is relevant to all pupils within our school community. All pupils learn together about the changes that someone may experience as they go through

puberty, to help develop empathy and understanding and to reduce incidences of teasing or stigma. We recognise different ethnic, religious and cultural attitudes, as well as recognising that pupils may come from a variety of families i.e same sex parents and home backgrounds. Through our teaching we promote diversity and inclusion.

Research shows that, on average, about 4% of pupils will go on to define themselves as gay, lesbian, bi-sexual or pansexual (GLBP). It is possible that some pupils will also have GLBP parents/carers, brothers or sisters, other family members and/or friends. Some children may begin to identify as transgender in primary school. Our RSHE education acknowledges this, in a sensitive, honest and balanced consideration of sexuality. This helps create a safe environment for all pupils and staff. The public sector equality duty, created under the Equality Act, requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum. Schools have a legal responsibility for eliminating discrimination; to do this, schools are required to raise pupils' awareness of diversity and promote respectful relationships with those who are different from them. Staff do not promote any of their own personal views and teach the subjects through a non-bias approach.

## 8 PARENTAL CONCERNS

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Parents have the right to request that their child be withdrawn from the non-statutory sex education our school teaches in Year 6 but not RSHE. However, they do not have a right to withdraw their children from those aspects of sex education that are taught in the statutory Science National Curriculum or our RSE statutory curriculum.

Before withdrawing a child from sex education, parents will be invited to discuss the withdrawal request, to ensure that their wishes are understood and to clarify the nature and purpose of our chosen curriculum, the benefits of receiving this education and any detrimental effects that withdrawal might have on their 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 lessons, rather than what was directly said by the teacher. As a school, it is our responsibility to ensure that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

We will show examples of some of the resources we plan to use and will provide opportunities for parents to view examples through class/year group meetings.

## 9 DISSEMINATION OF THE POLICY AND REVIEWS

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This policy has been made accessible to parents, teachers and other school staff, governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office. Should the policy be required in other languages, please contact the school office.

Should further information about RSHE education be required, please contact the RSHE

Leader Miss Sullivan.

The policy will be reviewed every three years.

## 10 SOURCES USED AND FURTHER INFORMATION

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This policy has drawn on:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance, Department for Education (July 2019)
- Creating a PSHE education policy for your school, The PSHE Association (September 2018)
- Sex and Relationships Education (SRE) for the 21<sup>st</sup> Century, Brook, Sex Education Forum and PSHE Association - Supplementary advice to the Sex and Relationship Education Guidance DfEE (O116/2000) (2011)

Please see the following documents on our school website:

- Frequently asked questions
- SCARF long term overview
- Parental Letter

### **PSHE Association PSHE Policy Guidance**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school> (members only)

### **The Sex Education Forum RSE Policy Guidance**

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum have also provided a free resource to assist you in consulting pupils, parents and staff to inform you about what changes need to be made to your RSE policy and practice. 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

The PSHE Association assessment guides for key stage 1-2 explain how PSHE teachers can use an ipsative model of assessment in PSHE education, and describe a wide range of methods available to assess progress, with accompanying examples from real classrooms.

<https://www.pshe-association.org.uk/system/files/Primary%20assessment%20guide.pdf>