



Laceyfields Academy Relationships and Sex Education (RSE) Policy Incorporates RSE, Health Education and PSHE = RSHE September 2025-2028

Name of RSHE lead:	Miss S Rogers
Name of RSHE Governor:	Mr D Connelly
Date of policy: April 2025	Date of bi-annual review: April 2027

PHSE and RHSE Vision at Laceyfields Academy

Laceyfields Academy is a school where little minds grow. We know if children feel safe and happy they will grow into effective and successful learners. This is paramount to our school and is fundamental to our RSHE curriculum as relationships, social, emotional and behavioural skills support every aspect of school, home and community life. Children's mental wellbeing and the ability to manage strong and uncomfortable feelings underpins everything we do at Laceyfields. We teach our children these skills through our Values; we are RESPECTFUL, we are COLLABORATIVE, we are RESILIENT, we are RESPONSIBLE and we are CREATIVE thus enabling them to develop strategies they will carry with them on their life's journey, preparing them for adult life. A feeling of belonging, security, enjoyment and success is what we strive for.

1. Introduction – National Context

It is a legal requirement that all schools have a Relationships and Sex Education Policy (RSE), which includes Health Education and Relationships Education developed in consultation with the whole-school community. It describes how a broad programme of PSHE is planned and delivered in school having regard for current Relationships and Sex Education guidance whilst remaining sensitive to the wishes of the parents and the beliefs of the community.

This policy outlines our academy's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2021 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2021 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 8 for more details.

The RSHE teaching in this academy contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the academy.

Under current legislation:

- ✓ Responsibility for RSE policy and education rest with the academy leadership and governors
- ✓ When children receive relationships education in schools they should learn about the nature of marriage and its importance for family life and the raising of children. Also children are to

be protected from teaching materials that would be considered inappropriate when bearing in mind their age, religion and culture.

- ✓ Governors and senior leaders are required to bear the most up to date government guidance in mind when fulfilling their obligations.
- ✓ When formulating their statement of policy on RSE, the governors and leadership are now required to include in this policy, a statement⁵ regarding a parent's decision to withdraw their child from the school's RSE programme.

Care has been taken to ensure that this policy is sensitive to the needs of the whole academy community by working with a wide range of partners. Strong communication links exist between the Academy and community with parents being invited to meetings to learn more about the RSE programme delivered here. Specific support is to be made available to any parents/carers who would either like to support the school's efforts by delivering RSE at home, or who wish to withdraw their child from any RSE which falls outside of the science curriculum. All parents/carers will be kept informed of any developments in relation to RSE

Responsibilities

- Governors:
 - ☐ Review & ratify policy and programme development.
 - ☐ Monitoring and review implementation of RSE policy in the Academy.
- Senior leaders:
 - ☐ Oversee policy and programme development.
 - ☐ Implementation, monitoring and review of RSE in the Academy.
 - ☐ Ensure all staff have access to appropriate professional development.
- The staff member with responsibility for RSE (including HE and RE) is Mina Lyall
 - ☐ Policy and programme development
 - ☐ Implementation, monitoring and review to ensure consistency
 - ☐ Keep up-to-date with new resources and available support
 - ☐ Ensure that the needs of our multi-ethnic & multi-faith community are being met
 - ☐ Support staff development
 - ☐ Inform Academy leadership team and governors

2. Formulation, dissemination, monitoring and review of policy

The RSHE policy has been developed following consultation with the whole academy community. Consultation took place in the following ways:

- discussion at staff meeting
- Pupil Parliament discussion
- parent workshop

In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSHE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The RSHE policy is available on the academy website and free of charge to interested parties via reception.

The RSHE policy and curriculum will be reviewed bi-annually by the RSHE Lead and governors. This review will be informed by the following:

- pupil and staff evaluation of the programme
- teacher assessment
- changes in legislation and guidance
- parent feedback

3. What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, in a sensitive and age-appropriate way. As an infant academy we are building the foundations of skills and knowledge that will be developed further at junior level.

Our key aim in providing RSHE throughout the academy is to safeguard our pupils. During their time with us children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

4. Why RSHE is important in our school

As a school we put the needs of the children in our care first. We know it's important for them to be literate and numerate in order to be well prepared for the next stage in their learning journey, but we also know that children need to develop their social and emotional skills. Our RSHE curriculum is carefully planned to ensure that all children are informed about healthy relationships at an appropriate level for their age and development. This is not taught in isolation and links to other areas of the curriculum and enrichment in order to give it meaning and aid understanding.

We acknowledge that not all parents feel confident or comfortable talking to their children about this area therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

5. Key Objectives

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Explore a range of attitudes, values and faith perspectives around aspects of relationships
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions. Pupils will be helped to appreciate difference and to respect themselves and others.

6. Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued.

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

7. The Curriculum

RSHE will be taught in each year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. Some elements of RSHE are delivered through national curriculum Science, whilst others are delivered through PSHE lessons, assemblies and focussed sessions.

Below is a list of topics covered by our RSHE programme:

- Drug education
- Exploring emotions
- Being healthy
- Growing up
- Changes
- Bullying matters
- Being me
- Difference and diversity
- Being responsible
- Being safe
- Relationships
- Money matters

Science Curriculum:

Key Stage 1:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring that grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

The RSHE curriculum will be evaluated and reviewed by pupils and teachers on a regular basis. Parents will have an opportunity to feedback either through individual contact or through planned consultation meetings.

8. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold a parents meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. We will inform you of what will be taught in each term through our curriculum overviews and half termly knowledge organisers. If you would like to discuss any of the resources in more detail please speak to your child's class teacher.

9. Teaching and Learning

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will follow the academy policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe and health. To achieve this a number of teaching strategies will be used, including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection

Before teaching a unit of learning in Key Stage One, staff will check children's prior knowledge.

RSHE may be delivered all year round – parents/carers will be informed of what will be covered when at the beginning of the year.

10. External speakers

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding procedures.

11. Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box', into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises concerns about sexual abuse the teacher will acknowledge it and promise to attend to it on an individual basis. If a question raises concerns about sexual abuse, teachers will follow child protection procedures and inform a Designated Safeguarding Lead

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

Children also need to understand how important it is to stay safe online. We have a special day each year to showcase online safety as an important aspect of keeping safe and also cover this aspect within computing sessions.

12. Sexual violence and harassment

Sexual violence and sexual harassment can occur between two children of any age and sex and is commonly referred to as child on child abuse. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. It can include sexual comments, sexualised jokes or remarks about a person's clothes or appearance. Deliberately brushing against someone or interfering with someone's clothes can also be a form of sexual harassment. Such behaviour can normalise inappropriate behaviours if it is not consistently challenged. Harassment can take place online with non-consensual sharing of images, unwanted comments or coercion and threats via social media. As part of our curriculum we are addressing this and continually work towards educating our children and staff on this topic.

13. Staff training

All staff delivering RSHE will take part in an initial basic training session. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

14. Assessment and Review

The RSHE policy and curriculum is reviewed every three years as a working party with governors, parents, staff and children. Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. The named governor will monitor and evaluate the delivery and impact of the RSHE curriculum.

15. Parents

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE to explain when key learning will take place in different year groups and what will be covered.

16. Confidentiality, safeguarding and child protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from an infant age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

17. More information

If you would like to discuss our provision of RSHE further please contact your child's class teacher or the RSHE lead named at the beginning of this policy.

If you have a complaint about any aspect of our RSHE provision please make an appointment to talk to us in the first instance or follow the procedures set out in our Complaints Policy.