

FOREST FEDERATION
RELATIONSHIPS, SEX AND HEALTH EDUCATION POLICY
MAY 2024



DUE FOR RENEWAL JANUARY 2027

Curriculum requirements

As from September 2020, under The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019:

- Relationships education is compulsory for all pupils receiving primary education.
- Health education is compulsory in all schools except independent schools.

Policy requirements

As from September 2020, under the Department for Education, Statutory Guidance for Relationships Education and Sex Education (RSE) and Health Education 2019, every primary school in England must have in place a written policy for relationships education that meets the needs of pupils, parents and carers and reflects the community that the school serves.

In preparing the policy, schools must consult with parents and carers on the school's proposed outline of its relationships education curriculum.

The draft relationships education policy must be approved by the school's governing body.

The relationships education policy must be made available on a school's website and copies given free of charge on request to the school office.

The relationships education policy must be reviewed every three years.

The relationships education policy must:

- Define relationships education.
- Set out the relationships education subject content, how it is taught and who is responsible for teaching it.
- Describe how the relationships education subject is monitored and evaluated.
- Include information to clarify why parents/carers do not have a right to withdraw their child from what is compulsory in relationships education.
- Confirm the date by which the relationships education policy will be reviewed.
- Define any sex education the school chooses to teach other than that covered in the science curriculum.
- Include information about a parent's/carer's right to request that their child be excused from any sex education the school chooses to teach, other than that covered in the science curriculum

THE FOREST FEDERATION

Relationships, Sex and Health Education Policy

Contents

Introduction	4
Legal context	4
Definition	4
Aims	5
Roles and responsibilities	5
Governors	5
Heads Of School	5
Subject leader	5
All staff	5
Curriculum organisation	6
Teaching and learning	6
Curriculum content	6
Long term planning	6
Resources	6
Visitors	7
Equality	7
Right to withdraw from sex education	7
Safeguarding	8
Support	8
Monitoring and evaluating	8
Professional development	9
Communication of policy	9
Review	9

Introduction

This is the policy of The Forest Federation on the approach taken to Relationships, Sex and Health Education (RSHE), approved by Governors following a consultation with parents and carers.

Legal context

The law was changed with effect from September 2020 so that primary schools in England must teach relationships education and health education (*The Children and Social Work Act 2017*).

- The relationships education part of the curriculum teaches what children need to learn to build positive and safe relationships with family and friends and online.
- The health education part of the new curriculum covers both physical health and mental wellbeing and teaches children how to make good decisions about their own health and wellbeing; how to recognise issues in themselves and in others; and how to seek support as early as possible when issues arise.

Sex education is not compulsory in primary schools, but:

- The new curriculum for relationships education and health education does include content on puberty.
- The national curriculum for science includes subject content in related areas, such as the main external body parts; the human body as it grows from birth to old age (including puberty); and reproduction in some plants and animals.

Following this change in the law, the Department for Education published *Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)*. This guidance requires primary schools in England to have a written relationships education policy to cover the following:

- How relationships education is delivered
- What sex education (if any) a school chooses to cover that goes beyond the national curriculum for science and relationships education.

There is no equivalent requirement for a health education policy but, in line with best practice, this RSHE policy also covers health education.

This RSHE policy also supports legal requirements relating to the following:

- *The Equality Act 2010.*
- *The Education Act 1996.*
- *Statutory guidance, Keeping Children Safe in Education 2020.*

Definition

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. Its aims are to help children and young people to deal with the real-life issues they face as they grow up and that they will encounter as adults. Their learning will support them both online and offline, to make informed choices about their safety, physical and mental health, enabling them to live positive and fulfilled lives.

RSHE is enhanced by a supportive school ethos where everyone is valued, positive relationships are promoted and there is a safe learning environment.

Aims

The aims of our RSHE programme are:

- Provide accurate and age-appropriate information.
- Include all children.
- Help children make informed choices.
- Develop knowledge, skills and attitudes.
- Build confidence and self-esteem.
- Develop personal attributes.
- Prepare children for the next stage of education and adulthood.
- Develop positive and inclusive attitudes to everyone, particularly to those with protected characteristics under the *Equality Act 2010*.

Roles and responsibilities

An effective programme of RSHE requires support from the whole school community and the following people have specific roles and responsibilities:

Governors

Governors have strategic oversight of the policy, first ratifying its development and then overseeing the subsequent parent consultation.

Heads Of School

- Overseeing the development and delivery of RSHE.
- Providing staff with the opportunity to contribute to the development of RSHE.
- Providing information to the trustees/governors.
- Providing training for the subject leader and staff, as required.
- Supporting the subject leader to liaise with parents and carers.
- Dealing with parents and carers who wish to withdraw a child from sex education.

Subject leader

- Leading the development and delivery of effective RSHE.
- Keeping up-to-date with the development of RSHE.
- Supporting colleagues as required.
- Monitoring and evaluating RSHE and providing necessary reports.
- Liaising with parents and carers.
- Keeping subject information up-to-date, including on the school website.
- Overseeing external visitors and resources used in RSHE.

All staff

- To understand and implement the policy of RSHE.
- To teach RSHE in line with the agreed curriculum.
- To assess and monitor the progress of children.
- To respond to the needs of individual children.

Curriculum organisation

The school adopts the following approaches to organise the curriculum to ensure high quality delivery of RSHE:

- Stukeley use the Kapow scheme of work for lesson delivery and Newton use the Cambridgeshire scheme.
- Focus/theme days may be used as well as inviting in visitors to lend expertise to any topics. Such days, visits and visitors will not replace a taught lesson but are a good way to enhance a programme.

Teaching and learning

RSHE is delivered in line with the teaching and learning policy. However, as the subject deals with real-life experiences, it is important to establish a safe and positive learning environment using the following approaches:

- Establishing clear ground rules in consultation with children. Ground rules should include confidentiality, respect for others, privacy and boundaries.
- Using distancing techniques including de-personalised discussions and role play.
- Using clear language to avoid misunderstandings.
- Avoiding prejudice and assumptions about children's abilities, desires, background and experiences.
- Dealing sensitively with unexpected questions and comments.
- Assessing and building on existing knowledge and experiences.
- Ensuring that learning is engaging, using a range of activities, including structured discussion and problem-solving.
- Providing a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes.
- Allowing time for reflection.

Curriculum content

Long term planning

The appendices detail the long term/unit plans for RSHE.

Resources

Teachers will select any additional resources carefully, and the subject leader will oversee the selection. Additional resources will be:

- Up-to-date.
- Relevant to children.
- Consistent with the aims and values of the school.

Visitors

Visitors can enhance children's learning. Teachers will select visitors in liaison with the subject leader. The following will be used to guide the use of visitors:

- The school will use visitors to enhance the lessons delivered by the class teacher; and information on where a visitor fits into the long-term plan will be shared with the visitor.
- The school will make visitors aware of the school policy for RSHE.
- The school will check the content of sessions delivered by visitors to make sure that it fits with the school's ethos and meets legal requirements.
- A member of staff will be present in sessions delivered by visitors.
- The school will make sure visitors undergo the necessary checks as required by the school safeguarding policies.

Equality

Under the *Equality Act 2010*, the school is under a legal duty to eliminate discrimination, advance equality of opportunity and foster good relationships between those with protected characteristics and those without. The protected characteristics are:

- Age.
- Marriage and Civil partnership.
- Disability.
- Race.
- Religion and belief.
- Sexual orientation.
- Sex.
- Pregnancy and maternity.
- Gender reassignment.

In addition, the school must consider the needs of those with Special Educational Needs and Disabilities (SEND).

The RSHE programme will meet the needs of all children. Lessons will include content that will tackle discrimination and foster good relationships.

Right to withdraw from sex education

A parent or carer cannot legally withdraw their child from any aspect of the statutory relationships education or health education.

A parent or carer does have the right to withdraw their child from sex education unless what is being taught is part of the science national curriculum.

The following process must be followed if a parent or carer wishes to withdraw their child from sex education:

- Parents/carers will be informed about sex education content in advance of any lesson.
- Parent/carers should contact both the class teacher and Head of School.
- Parents/carers will be invited in for a meeting. Meetings give an opportunity for the school and the parent/carer to discuss concerns and to outline the impact on the children of missing sex education lessons.
- The decision on the withdrawal request will be recorded.
- Alternative arrangements will be made for the child during the sex education lesson that the child will not attend.

Safeguarding

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures. Reference should be made to safeguarding policies and procedures to deal with these appropriately.

The subject leader/teacher should discuss with the designated safeguarding lead any potentially sensitive topics. Appropriate steps must be taken to provide additional support for children if required.

Staff should consider the timing of lessons to ensure that children have the opportunity to report any concerns they may have either that day or the following day.

Support

RSHE should not be a time for children to make disclosures. It is important, however, to inform children of the support that is available to them if they are worried about anything raised in a lesson.

Monitoring and evaluating

The Heads of School and subject leader will be responsible for monitoring and evaluating RSHE in line with other subjects.

- Scrutiny of planning.
- Lesson observations.
- Learning walks.
- Evidence of learning.
- Feedback from staff.
- Feedback from parents/carers.
- Feedback from children.

Professional development

The Head of School and subject leader will assess the professional development needs of staff regularly. Appropriate development will be provided using internal or external expertise.

Communication of policy

This RSHE policy will be available to read on and downloaded from the school website and copies can be requested free of charge from the school office.

Review

This policy will be reviewed every three years.

STUKELEY LONG TERM PLAN



Relationships and Sex Education Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> • Introduction to RSE • What is family? • What are friendships? • Family and friends help and support each other • Making friends • Friendship problems • Healthy Friendships 	<ul style="list-style-type: none"> • Introduction to RSE • Families offer stability and love • Families are all different • Managing friendships • Unhappy friendships • Valuing me • Manners & courtesy • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Healthy families • Friendships - conflict • Effective communication • Learning who to trust • Respecting differences • Stereotyping 	<ul style="list-style-type: none"> • Introduction to RSE • Respect & manners • Healthy friendships • My behaviour • Bullying • Stereotypes • Families in the wider world • Loss and change 	<ul style="list-style-type: none"> • Introduction to RSE • Build a friend • Resolving conflict • Respecting myself • Family life • Bullying 	<ul style="list-style-type: none"> • Introduction to RSE • Respect • Developing respectful relationships • Stereotypes • Bullying • Being me • Loss and change
	Safety and the changing body	<ul style="list-style-type: none"> • Getting lost • Making a call to the emergency services • Asking for help • Appropriate contact • Medication • Safety at home • People who help to keep us safe 	<ul style="list-style-type: none"> • The Internet • Communicating online • Secrets and surprises • Appropriate contact • Road safety • Drug education 	<ul style="list-style-type: none"> • Basic first aid • Communicating safely online • Online safety • Fake emails • Drugs, alcohol & tobacco • Keeping safe out and about 	<ul style="list-style-type: none"> • Online restrictions • Share aware • Basic first aid • Privacy and secrecy • Consuming information online • The changing adolescent body (puberty) 	<ul style="list-style-type: none"> • Online friendships • Identifying online dangers • The changing adolescent body (puberty, including menstruation) • First aid • Drug education
Health and wellbeing	<ul style="list-style-type: none"> • Wonderful me • What am I like? • Ready for bed • Relaxation • Hand washing & personal hygiene • Sun safety • Allergies • People who help us stay healthy 	<ul style="list-style-type: none"> • Experiencing different emotions • Being active • Relaxation • Steps to success • Growth mindset • Healthy diet • Dental health 	<ul style="list-style-type: none"> • My healthy diary • Relaxation • Who am I? • My superpowers • Breaking down barriers • Dental health 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • Relaxation • The importance of rest • Embracing failure • Going for goals • Taking responsibility for my feelings • Healthy meals • Sun safety 	<ul style="list-style-type: none"> • What can I be? • Mindfulness • Taking responsibility for my health • Resilience toolkit • Immunisation • Physical health concerns • Habits – positive and negative
Citizenship	<ul style="list-style-type: none"> • Responsibility • Community • Democracy 	<ul style="list-style-type: none"> • Responsibility • Community • Democracy 	<ul style="list-style-type: none"> • Responsibility • Community • Democracy 	<ul style="list-style-type: none"> • Responsibility • Community • Democracy 	<ul style="list-style-type: none"> • Responsibility • Community • Democracy 	<ul style="list-style-type: none"> • Responsibility • Community • Democracy
Economic well-being	<ul style="list-style-type: none"> • Money • Career and aspirations 	<ul style="list-style-type: none"> • Money • Career and aspirations 	<ul style="list-style-type: none"> • Money • Career and aspirations 	<ul style="list-style-type: none"> • Money • Career and aspirations 	<ul style="list-style-type: none"> • Money • Career and aspirations 	<ul style="list-style-type: none"> • Money • Career and aspirations
Transition	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
Identity						<ul style="list-style-type: none"> • What contributes to identity • Gender identity

NEWTON LONG TERM PLAN (See HSL Units)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
JUNIPER Year cycle (A/B repeats)	1 Beginnings and Belonging (MMR4 BB1/2) My Body and Growing Up (EYFS) HSL1	1: Working Together (CIT3 WT12)	1: Diversity and Communities (CIT4 DC12)	1: Managing Risk (HSL4 MR12)	1: Safety Contexts/Personal Safety (HSL5 SC12)	Relationships and Sex Education/Managing Change (HSL9 PS12)
WILLOW Cycle A	2: Rights, Rules and Responsibilities (CIT5 RR12)	2: Family and Friends (MMR6 FF12)	2: Drugs Education (HSL8 DE12)	2: My Emotions (MMR5 ME12)	2: Healthy Lifestyles (HSL7 HL12)	Relationships and Sex Education (HSL10 SR12)
WILLOW Cycle B	3: Beginning and Belonging (MMR9 BB34)	3: Working Together (CIT6 ST34)	3: Diversity and Communities (CIT7 DC34)	3: Managing Risk (HSL11 MR34)	3: Safety Contexts/Personal Safety (HSL12 SC34) (HSL16 PS34)	Relationships and Sex Education (HSL11 RS2)
OAK Cycle A	5: Rights, Rules and Responsibilities (CIT11 RR56)	5: Family and Friends (MMR16 FF56)	5: Drugs Education (HSL22 DE56)	5: My Emotions (MMR15 ME56)	5: Healthy Lifestyles (HSL21 HL56)	Relationships and Sex Education (HSL13 RS4) (HSL20 RS5) (HSL24 RS6)
OAK Cycle B	6: Beginnings and Belonging (MMR14 BB56)	6: Working Together (CIT9 WT56)	6: Diversity and Communities (CIT10 DC56)	6: Managing Risk (HSL18 MR56)	6: Safety Contexts/Personal Safety (HSL19 SC6) (HSL23 PS56)	Relationships and Sex Education (HSL20 RS5) (HSL24 RS6) (HSL13 RS4)
OAK Cycle C	4: Rights, Rules and Responsibility (CIT8 RR34)	4: Family and Friends (MMR11 FF34)	4: Drugs Education (HSL15 DE34)	4: My Emotions (MMR10 DE34)	5: Healthy Lifestyles (HSL14 HL34)	Relationships and Sex Education (HSL20 RS5) (HSL24 RS6) (HSL13 RS4)