



**Bacton**  
Primary School



**Cedars Park**  
Primary School



**Mendlesham**  
Primary School



**Stowupland**  
High School



**The John Milton**  
**Sixth Form**  
AT STOWUPLAND HIGH SCHOOL



# JOHN MILTON ACADEMY TRUST

## Relationships, Sex and Health Education (RSHE) Policy

JMAT 023

### History of Document

Version No	Author/ Owner	Date Written / Reviewed	Reviewed by Trust on	Comments
v1	CEO	Summer 2021	16-July-2021	Learning & Performance Committee to be reviewed annually - Summer 2022

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<b>APPENDIX A</b>	Individual School Arrangements and Contacts  Bacton Primary School Cedars Park Primary School Mendlesham Primary School Stowupland High School and Sixth Form	<b>8-19</b>  8-10 11-13 14-16 17-19
<b>APPENDIX B</b>	RSHE curriculum - source DFE publication 2019	<b>20-23</b>

### 1. Introduction / Context / Rationale

This policy has been written and updated in line with new Department of Education (DfE) Relationships Education, Relationships and Sex Education and Health Education Draft Policy (2019), Keeping Children Safe in Education (KCSIE), The Equality Act 2010 as well as a formal engagement process with parents/carers.

Although there is no requirement to have a specific written Health Education policy, health content is included here in recognition that the content covered in Health Education may overlap with some of the content taught through Relationships Education, Relationships and Sex Education (RSE) and the National Curriculum for Science.

## 2. Statutory Requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and RSE compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. There continues to be no right of withdrawal from any part of the National Curriculum.

## 3. Purpose of Relationships Education, Sex Education and Health Education

The aim of Relationships Education, Sex Education and Health Education (RSHE) is to equip children and young people with the information, skills and values to have safe, fulfilling and enjoyable relationships, to take responsibility for their sexual health and wellbeing and to respect the relationship choices of others. In addition to this, students will understand what a respectful and appropriate relationship is, the importance of consent and where the law stands on this. Students will learn about the impact of coercion, sexist and sexualised language/actions and how to report these to staff, or to the police as necessary. (These matters will then be dealt with confidentiality and through our behaviour policy.)

In delivering the RSHE curriculum, we want pupils to acquire factual knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We will direct them towards sources of information and support moving into adulthood.

## 4. Definitions

### 4.1 Definition of Relationships Education (primary)

Relationship Education is lifelong learning about physical, social, moral and emotional development. It is developing an understanding of family life, the importance of stable and loving relationships, including marriage, respect, love and care.

### 4.2 Definition of Relationships and Sex Education (secondary)

RSE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It also gives pupils essential skills for building positive, enjoyable, respectful, consenting and non-exploitative relationships and staying safe both on and off line.

## 5. Safeguarding and Child Protection

An effective well taught PSHE curriculum is essential in keeping pupils safe and informed. Through RSHE, schools within the Trust will teach pupils the knowledge and correct terminology they need to recognise and to report abuse, including emotional, physical and sexual abuse. We will deliver this by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. At secondary level they will be taught about sexual exploitation. both online and within gangs.

Pupils will know how to report concerns and seek advice when they suspect or know that something is wrong in all aspects of social, mental, emotional and physical wellbeing. Pupils will also be taught the importance of making sensible decisions to stay safe (including online), being clear that any form of abuse is never the fault of a child and why victim blaming is always wrong.

## 6. Scheme of work/ implementation

RSHE is taught across the Trust through endorsed PSHE schemes of work (see appendix A for individual school curriculums) in the context of a broad and balanced curriculum. Lessons are taught in a spiralled approach with a gradual build-up of knowledge from year to year.

Content from the National Curriculum for Science is included in related areas. The content covered in Health Education may overlap with some of the content taught through RSHE and the National Curriculum for Science as well as other subjects, so this will reinforce content and concepts for students. For example, the National Curriculum for Science in key stage 2 includes learning about the changes to the human body as we develop to old age.

Related statutory content taught from the National Curriculum for Science is listed in the content section of this document.

All staff who deliver RSHE are given regular training opportunities and support to ensure that lessons are of high quality.

## 7. Delivering our RSHE Curriculum

We recognise that good RSHE is only possible in the context of provision of high quality PSHE and an ethos which views this learning as an important part of the everyday fabric of the school, rather than isolated, compartmentalised lessons.

Some parts of RSHE will be covered through broader PSHE, some through specific provision and some through other subject areas and enrichment activities.

RSHE is a continuous process of learning, which begins well before pupils enter our schools and continues into adulthood. Therefore, we follow a progressive curriculum appropriate to age groups and pupils changing needs. All adults in our Trust schools have a part to play in supporting the aims of RSHE and ensuring these are reflected in our school environment and its day to day management.

## 8. Teaching Methodologies

RSHE is taught in a safe, non-judgemental environment where adults and pupils are confident that they will be respected. Specific ground rules are established at the beginning of any work, in addition to those already used in the classroom.

These will include:

- Appropriate use of correct language
- The importance of confidentiality within the lesson
- Identifying appropriate people with whom they may wish to share personal information/ to seek advice from.
- Having clear signposting to outside agencies (Secondary)

## 9. Use of visitors to support RSHE

We believe that RSHE is most effectively taught by those who know our pupils well and are aware of their needs. We may invite external visitors into our schools who may enhance, but never replace, our planned provision. We will closely work with visitors to ensure that the needs of our pupils are met.

## 10. Equality

The schemes of work used are fully compliant with the Equality Act 2010. We carefully consider all backgrounds when planning and delivering RSHE. In relation to pupils with SEND, we ensure our lessons take into account levels of vulnerability, maturity, clarity of support for pupils and involvement of support staff and accessibility.

## 11. Special Educational Needs and Disabilities (SEND)

Pupils with SEND are more vulnerable to exploitation, bullying and other issues. RSHE is particularly important for these pupils; for example those with learning disabilities or social, emotional and mental health needs. Resources may be adapted at points throughout the teaching and learning to best suit the needs of our pupils including those with SEND. This is in line with “Preparing for Adulthood” outcomes which are set out within the SEND Code of Practice: 0 to 25 years.

## 12. Lesbian, Gay, Bisexual, Transgender (LGBT)

We comply with the Equality Act 2010 and ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. LGBT teaching is sensitive and age appropriate. It is fully integrated into the programmes of study across the curriculum rather than delivered as stand alone units or lessons.

Primary pupils learn about different types of relationships, identities, and families, including same sex parents. Pupils also learn about people who may be LGBT that are in the public eye.

Secondary pupils will revisit some of the work completed in primary but with a more in-depth understanding of the different types of sexual orientations, genders and the categories of identity.

## 13. Taking into account different views

In line with DfE recommendations, parents/carers are invited in to view materials and lessons before any content is taught. It is recognised that there will be a range of opinions regarding RSHE. A good understanding of pupils’ backgrounds and positive relationships between the school and parents /carers help to create a constructive context for the teaching of these subjects. When teaching these subjects, the background of all pupils is taken into account when planning, so that the topics that are included in the core content are appropriately handled. Different perspectives are included where appropriate, for example views on marriage.

## 14. Content

### 14.1 Relationships Education

By the end of primary school, pupils will cover these topics in Relationships Education:

- Families and people who care for me, different families
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

By the end of secondary school, pupils will cover these topics in Relationships Education:

- Families, roles and responsibilities including parenting
- Different type of long term, committed relationships, including marriage
- Effects of media (including the internet)
- Staying safe - bullying, harassment, alcohol/drugs and risky sexual behaviour

- The law around consent, coercion, abuse, exploitation, sexist and sexualised language, forced marriage, FGM

#### 14.2 Health Education

Throughout primary and secondary, pupils will cover these topics in health education:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent bodies

#### 14.3 Related content taught through the statutory National Curriculum for Science

##### KS1

- Identify, name, draw and label basic parts of the human body
- Notice that animals including humans have offspring which grow into adults

##### KS2

- Describe the differences in the life cycles of a mammal, an amphibian, and insect and a bird
- Describe the life processes of reproduction in some animals and plants
- Describe the changes as humans develop to old age.

##### KS3

- Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

##### KS4

- Communicable diseases including sexually transmitted infections in humans (including HIV/AIDs)
- Sex determination in humans

Further detail about each of these primary and secondary topics can be found in the DfE guidance paper: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance](#).

## 15. Sex Education

### 15.1 At primary level, we choose not to teach any sex education that goes beyond the National Curriculum for Science in all year groups apart from Year 6.

In primary (Year 6 only), pupils will cover these topics in Sex Education:

- concepts of consent, sexual exploitation, grooming
- reproductive health and fertility, and how this can be affected by lifestyle
- choices (e.g. alcohol, drugs)
- basic facts around sexually transmitted infections (STIs)
- basic facts around contraceptive choices

### 15.2 In secondary, pupils will cover these topics in Sex Education:

- Intimate and sexual relationships, including sexual health
- that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others

- that they have a choice to delay sex or to enjoy intimacy without sex.
- the facts about the full range of contraceptive choices, efficacy and options available
- 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).

A full list of topics can be found in appendix B.

## 16. Explanation of right to withdraw

### Primary

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Parents/carers **do not** have the right to withdraw pupils from Relationships Education.

Parents/carers of primary pupils **do** have the right to withdraw their children from Sex Education other than that which is included in the National Curriculum for Science. As a Trust, we believe it would be better for pupils not to be withdrawn. The Trust takes the view that RSHE is a crucial aspect of education, preparing pupils for a fulfilling and safe future.

### Secondary

Parents/carers **do not** have the right to withdraw pupils from Relationships Education.

Parents/carers **do** have the right to withdraw their child from some aspects of Sex Education. This does not include what is taught as part of the National Curriculum for Science.

Before granting a request to withdraw a pupil, the Headteacher will discuss the value and importance of RSHE with parents. A pupil can request Sex Education without their parent's consent from three terms before their 16th birthday.

### SUMMARY:

	Relationships Education	Health Education	Sex Education	Science
Primary	All pupils must take part – no right to withdraw	All pupils must take part – no right to withdraw	Only taught in Y6 (parent / carer right to withdraw)	All pupils must take part – no right to withdraw
Secondary	All pupils must take part – no right to withdraw	All pupils must take part – no right to withdraw	Taught in all year groups (parent / carer right to withdraw up to 3 terms before 16 <sup>th</sup> birthday)	All pupils must take part – no right to withdraw

## 17. Monitoring and Evaluation

It is the responsibility of senior leaders to oversee and organise the monitoring and evaluation of RSHE. This is done in the context of overall school plans for monitoring the quality of teaching and learning. This takes place through lesson observations, feedback from pupils and feedback from staff.

The Trust Board is responsible for overseeing and reviewing the revision of the RSHE Policy.

## Appendix A

### Individual School Arrangements and Contacts

1.	Bacton Primary School	pages 8-10
2.	Cedars Park Primary School	pages 11-13

3.	Mendlesham Primary School	pages 14-16
4.	Stowupland High School and Sixth Form	pages 17-19

 <p><b>Bacton</b> Primary School WORKING TOGETHER, AIMING HIGH</p>	RSHE lead:	Sarah King
	RSHE will be taught by:	Class Teachers
	RSHE will be supported by:	Teaching Assistants, School Nurse

#### 1.1 Curriculum Design

Our RSHE program is an integral part of our PSHE programme. This is a spiralled curriculum so the knowledge is built upon each year. This will also be supported by outside speakers, the science curriculum and assemblies.

Our RSHE programme is inclusive of all students regardless of their gender, beliefs, ethnicity, cultural background or additional needs.

High quality resources from Jigsaw are used to teach the majority of topics. These resources may be supplemented by resources from the Home Office, NHS England and the Terrence Higgins Trust. These resources will be reviewed every year to ensure they still meet the statutory guidance and address any prominent issues appropriately with the latest advice and legislation.

Teachers and pupils will agree ground rules as set out in the Jigsaw programme of study to ensure an emotionally safe environment for pupils to learn in. Where appropriate, distancing techniques such as anonymous boxes and not using names when talking about 'real life' situations are used to enable pupils to share experiences and ask difficult questions, without embarrassment.

Pupil's questions will be answered by the class teacher in a way that is age and maturity appropriate, using correct terminology and in a kind way.

An overview of the learning in each year can be found below:

RSHE Education: Long Term Overview

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Relationships</b>                      Family life                      Friendships                      Breaking friendships                      Falling out                      Dealing with bullying                      Being a good friend</p>	<p><b>Relationships</b>                      Belonging to a family                      Making friends/being a good friend                      Physical contact preferences                      People who help us                      Qualities as a friend and person                      Self-acknowledgement                      Being a good friend to myself                      Celebrating special relationships</p>	<p><b>Relationships</b>                      Different types of family                      Physical contact boundaries                      Friendship and conflict                      Secrets Trust and appreciation                      Expressing appreciation for special relationships</p>	<p><b>Relationships</b>                      Family roles and responsibilities                      Friendship and negotiation                      Keeping safe online and who to go to for help                      Being a global citizen                      Being aware of how my choices affect others                      Awareness of how other children have different lives                      Expressing appreciation for family and friends</p>	<p><b>Relationships</b>                      Jealousy                      Love and loss                      Memories of loved ones                      Getting on and Falling Out                      Girlfriends and boyfriends                      Showing appreciation to people and animals</p>	<p><b>Relationships</b>                      Self-recognition and self-worth                      Building self-esteem                      Safer online communities                      Rights and responsibilities online                      Online gaming and gambling                      Reducing screen time                      Dangers of online grooming                      SMARRT internet safety rules</p>	<p><b>Relationships</b>                      Mental health                      Identifying mental health worries and sources of support                      Love and loss                      Managing feelings                      Power and control                      Assertiveness                      Technology safety                      Take responsibility with technology use</p>
<p><b>Changing Me</b>                      Bodies                      Respecting my body                      Growing up                      Growth and change                      Fun and fears                      Celebrations</p>	<p><b>Changing Me</b>                      Life cycles – animal and human                      Changes in me                      Changes since being a baby                      Differences between female and male bodies (correct terminology)                      Linking growing and learning                      Coping with change                      Transition                      Learning and Growing                      Coping with Changes</p>	<p><b>Changing Me</b>                      Life cycles in nature                      Growing from young to old                      Increasing independence                      Differences in female and male bodies (correct terminology)                      Assertiveness                      Preparing for transition</p>	<p><b>Changing Me</b>                      How babies grow                      Understanding a baby’s needs                      Outside body changes                      Inside body changes                      Family stereotypes                      Challenging my ideas                      Preparing for transition</p>	<p><b>Changing Me</b>                      Being unique                      Having a baby                      Girls and puberty                      Confidence in change                      Accepting change                      Preparing for transition                      Environmental change</p>	<p><b>Changing Me</b>                      Self- and body image                      Influence of online and media on body image                      Puberty for girls                      Puberty for boys                      Conception (including IVF)                      Growing responsibility                      Coping with change                      Preparing for transition</p>	<p><b>Changing Me</b>                      Self-image Body image                      Puberty and feelings                      Conception to birth                      Reflections about change                      Physical attraction                      Respect and consent                      Boyfriends/girlfriends                      Sexting                      Transition</p>

1.2 Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will consult with the Designated Safeguarding Lead (Angela Thomas) and in her absence their deputy (Donna Simmons).

Visitors/external agencies which support the delivery of RSHE will be required to read and adhere to the RSHE policy and follow agreed upon curriculum learning.

### **1.3 Engaging Stakeholders**

We are committed to working with parents and carers by keeping them informed and consulting them about major changes of our RSHE curriculum.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through open dialogue, Parent information sessions (for our older children), e-mail contact and referrals to outside agencies.

As part of our whole school approach to RSHE, Parent Information sessions (for our older pupils) and opportunities for parents to view the materials and resources used will be held annually, before distinct RSHE lessons are taught to the pupils.

We will notify parents when Relationships and Sex education will be taught, by a letter through Arbour.

## Individual School Arrangements and Contacts

 <b>Cedars Park</b> <b>Primary School</b> NO LIMIT TO LEARNING	RSHE lead:	Sarah Burch
	RSHE will be taught by:	Class Teachers
	RSHE will be supported by:	Teaching Assistants, School Nurse

### 2.1 Curriculum Design

Our RSHE program is an integral part of our PSHE programme. This is a spiralled curriculum so the knowledge is built upon each year. This will also be supported outside speakers, the science curriculum and assemblies.

Our RSHE programme is inclusive of all students regardless of their gender, beliefs, ethnicity, cultural background or additional needs.

High quality resources from Jigsaw are used to teach the majority of topics. These resources may be supplemented by resources from the Home Office, NHS England and the Terrence Higgins Trust.

These resources will be reviewed every year to ensure they still meet the statutory guidance and address any prominent issues appropriately with the latest advice and legislation.

Teachers and pupils will agree ground rules as set out in the Jigsaw programme of study to ensure an emotionally safe environment for pupils to learn in.

Where appropriate, distancing techniques such as anonymous boxes and not using names when talking about ‘real life’ situations are used to enable pupils to share experiences and ask difficult questions, without embarrassment.

Pupil’s questions will be answered by the class teacher in a way that is age and maturity appropriate, using correct terminology and in a kind way.

An overview of the learning in each year can be found below:

RSHE Education: Long Term Overview

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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2.2 Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding,

Teachers will consult with the designated safeguarding lead Mrs Stagg and in her absence their deputy Mr Andy Emms or Miss Aisha Suhail.

Visitors/external agencies which support the delivery of RSE will be required to adhere to the school's policy regarding safeguarding and reporting concerns or disclosures.

### **2.3 Engaging Stakeholders**

We are committed to working with parents and carers by open communication and continued implementation of the Jigsaw programme of study. As stated in the Statutory guidance "The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships."

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through sharing content and consulting parents about the terms and vocabulary taught to their children as they progress through the curriculum.

As part of our whole school approach to RSE, Parent Information sessions and opportunities for parents to view the materials and resources being used. We will notify parents when Relationships and Sex education will be taught, by carrying out a parent consultation for all year groups via the sharing of curriculum organisers and RSHE policy, which address the statutory changes in Relationships and Sex Education.

### Individual School Arrangements and Contacts

	RSHE lead:	Beth Wesley
	RSHE will be taught by:	Class Teachers
	RSHE will be supported by:	Teaching Assistants, School Nurse

#### 3.1 Curriculum Design

Our RSHE program is an integral part of our PSHE programme. This is a spiralled curriculum so the knowledge is built upon each year. We have mixed aged classes but distinct RSE lessons are taught in year groups. This will also be supported outside speakers, the science curriculum and assemblies.

Our RSHE programme is inclusive of all students regardless of their gender, beliefs, ethnicity, cultural background or additional needs.

High quality resources from Jigsaw are used to teach the majority of topics. These resources may be supplemented by resources from the Home Office, NHS England and the Terrence Higgins Trust.

These resources will be reviewed every year to ensure they still meet the statutory guidance and address any prominent issues appropriately with the latest advice and legislation.

Teachers and pupils will agree ground rules as set out in the Jigsaw programme of study to ensure an emotionally safe environment for pupils to learn in.

Where appropriate, distancing techniques such as anonymous boxes and not using names when talking about 'real life' situations are used to enable pupils to share experiences and ask difficult questions, without embarrassment.

Pupil’s questions will be answered by the class teacher in a way that is age and maturity appropriate, using correct terminology and in a kind way.

An overview of the learning in each year can be found below:

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**3.2 Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will consult with the designated safeguarding lead (Hazel Sutton) and in her absence their deputy (Liz Churchill).

Visitors/external agencies which support the delivery of RSE will be required to read and adhere to the RSHE policy and follow agreed upon curriculum learning.

### **3.3 Engaging Stakeholders**

We are committed to working with parents and carers by keeping them informed and consulting them about major changes of our RSHE curriculum.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through open dialogue, Parent information sessions (for our older children), e-mail contact and referrals to outside agencies.

As part of our whole school approach to RSE, Parent Information sessions (for our older pupils) and opportunities for parents to view the materials and resources used will be held annually, before distinct RSE lessons are taught to the pupils.

We will notify parents when Relationships and Sex education will be taught, by a letter through Arbour.

### Individual School Arrangements and Contacts

 <p><b>Stowupland High School</b> OUTSTANDING PROGRESS FOR ALL AT STOWUPLAND HIGH SCHOOL</p>	 <p><b>The John Milton Sixth Form</b></p>	RSHE lead:	Amanda Walden
		RSHE will be taught by:	Form Tutors
		RSHE will be supported by:	Sarah Mckendrick (AH for SEND), Progress Leaders, Assistant Progress Leaders, Teaching Assistants, School Nurses, Vision and Voice.

#### 4.1 Curriculum Design

Our RSHE programme is an integral part of our PSHE programme. This is a spiralled curriculum so the knowledge is built upon each year. This will also be supported by outside speakers, the science curriculum and assemblies.

Our RSHE programme is inclusive of all students regardless of their gender, sexual orientation, beliefs, ethnicity, cultural background or additional needs.

High quality resources from the PSHE Association are used to teach the majority of the topics, these resources are curated from a variety of sources such as the Home Office, NHS England, Marie Stopes and Terrence Higgins Trust. We also use resources from Stonewall and Just Like Us for diversity education.

These resources will be reviewed every year to ensure they still meet the statutory guidance and address any prominent issues appropriately with the latest advice and legislation.

Teachers and pupils will agree ground rules by reminding students of the ‘Tutor group PSHE charter’ they created in September. (This is created using the PSHE guidance to ensure an emotionally safe environment for students to learn in)

Distancing techniques such as anonymous question boxes and not using names when talking about ‘real life’ situations are used to enable students to share experiences and ask difficult questions, without embarrassment.

Pupil’s questions will be answered by the class teacher in a way that is age and maturity appropriate, using correct terminology and in a kind way.

An overview of the learning in each year can be found below:

RSHE Education: Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7		<p><b>Developing empathy, compassion and communication:</b></p> <ul style="list-style-type: none"> <li>• Making and maintaining friendships</li> <li>• Identifying and challenging bullying</li> <li>• Communicating online</li> </ul>	<p><b>Developing agency, strategies to manage influence and decision making:</b></p> <ul style="list-style-type: none"> <li>• Regulating emotions</li> <li>• Diet and exercise</li> <li>• Hygiene and dental health</li> <li>• Sleep</li> </ul>	<p><b>Developing self-confidence and self-worth:</b></p> <ul style="list-style-type: none"> <li>• Puberty and managing change</li> <li>• Body satisfaction and self concept</li> </ul>	<p><b>Developing assertive communication, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Rights in the community</li> <li>• Relationship boundaries</li> <li>• Unwanted contact</li> <li>• FGM and forced marriage</li> </ul>	
Year 8	<p><b>Developing risk management skills, analytical skills and strategies to identify bias:</b></p> <ul style="list-style-type: none"> <li>• Managing online presence</li> <li>• Digital and media literacy</li> </ul>	<p><b>Developing respect for beliefs, values and opinions and advocacy skills:</b></p> <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Promoting diversity and equality</li> </ul>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Drugs and alcohol</li> <li>• Maintaining positive mental health</li> <li>• Online choices and influence</li> </ul>	<p><b>Developing agency and strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• Resisting peer influence</li> <li>• County lines</li> <li>• Knife crime</li> </ul>	<p><b>Developing communication and negotiation skills, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy relationships</li> <li>• Boundaries and consent</li> <li>• LGBT+ inclusivity</li> <li>• ‘Sexting’</li> <li>• Managing conflict</li> </ul>	
Year 9		<p><b>Developing self-confidence, risk management and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Friendship challenges</li> <li>• Gangs and violent crime</li> <li>• Drugs and alcohol</li> <li>• Assertive communication</li> </ul>		<p><b>Developing empathy, compassion and strategies to access support:</b></p> <ul style="list-style-type: none"> <li>• Mental health (including self harm and eating disorders)</li> <li>• Change, loss and bereavement</li> <li>• Healthy coping strategies</li> </ul>	<p><b>Developing assertive communication, clarifying values and strategies to manage influence:</b></p> <ul style="list-style-type: none"> <li>• Healthy/unhealthy relationships</li> <li>• Consent</li> <li>• Relationships and sex in the media</li> </ul>	<p><b>Developing decision making, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Sexually transmitted infections (STIs)</li> <li>• Contraception</li> </ul>
Year 10	<p><b>Developing self-awareness, goal-setting, adaptability and organisation skills:</b></p> <ul style="list-style-type: none"> <li>• Managing transition to key stage 4 including learning skills</li> <li>• Managing mental health concerns</li> </ul>	<p><b>Developing empathy and compassion, strategies to manage influence and assertive communication:</b></p> <ul style="list-style-type: none"> <li>• Relationship expectations</li> <li>• Impact of pornography</li> <li>• Identifying and responding to abuse and harassment</li> </ul>	<p><b>Developing agency and decision making, strategies to manage influence and access support:</b></p> <ul style="list-style-type: none"> <li>• First aid and life-saving</li> <li>• Personal safety</li> <li>• Online relationships</li> </ul>		<p><b>Developing respect for diversity, risk management and support seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Nature of committed relationships</li> <li>• Forced marriage</li> <li>• Diversity and discrimination</li> <li>• Extremism</li> </ul>	
Year 11		<p><b>Developing communication and negotiation skills, risk management and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Relationship values</li> <li>• Maintaining sexual health</li> </ul>	<p><b>Developing confidence, agency and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Making safe and healthy lifestyle choices</li> <li>• Health promotion and self examination</li> </ul>	<p><b>Developing empathy and compassion, clarifying values and support-seeking skills:</b></p> <ul style="list-style-type: none"> <li>• Families and parenting</li> <li>• Fertility, adoption, abortion</li> <li>• Pregnancy and miscarriage</li> </ul>		

		<ul style="list-style-type: none"> <li>• Sexual health services</li> <li>• Managing relationship challenges and endings</li> </ul>	<ul style="list-style-type: none"> <li>• Blood, organ, stem cell donation</li> </ul>	<ul style="list-style-type: none"> <li>• Managing grief and loss</li> </ul>		
Year 12		<b>Developing communication and negotiation skills, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Coercive control and harassment</li> <li>• Staying safe when out</li> <li>• Young Driver Awareness</li> </ul>			<b>Developing communication and negotiation skills, risk management and support-seeking skills:</b> <ul style="list-style-type: none"> <li>• Drug awareness</li> <li>• Alcohol awareness</li> <li>• Pornography and realistic relationships</li> </ul>	
Year 13				<b>Developing respect for beliefs, values and opinions and advocacy skills:</b> <ul style="list-style-type: none"> <li>• Stereotypes, prejudice and discrimination</li> <li>• Global Citizenship</li> </ul>	<b>Developing agency and decision making, strategies to manage influence and access support:</b> <ul style="list-style-type: none"> <li>• Money management - leaving home</li> <li>• Preparing for life after SHS</li> </ul>	

## 4.2 Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. These will be treated in accordance with our school safeguarding policy. Teachers will consult with the designated safeguarding lead and in his /her absence their deputy and record any concerns on our online system CPOMS.

Visitors/external agencies which support the delivery of RSE will be required to sign in at reception and will be escorted by a member of staff whilst in the building.

## 4.3 Engaging Stakeholders

We are committed to working with parents and carers by regularly updating them on the schools work on RSHE and highlighting areas of topical interest in the press and signposting them to useful information or agencies as required.

We work closely with parents to ensure that they are fully aware of what is being taught and provide additional resources and support through the home bulletin and our website.

As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be available at year 6 transition evenings and through the website.

We will notify parents when Relationships and Sex education will be taught, by sending a letter via ParentMail.

## RSHE curriculum - source DFE publication 2019

### By the end of primary school:

<p><b>Families and people who care for me</b></p>	<p><b>Pupils should know</b></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> <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 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>
<p><b>Caring friendships</b></p>	<p><b>Pupils should know</b></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>
<p><b>Respectful relationships</b></p>	<p><b>Pupils should know</b></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> <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>

<p><b>Online relationships</b></p>	<p><b>Pupils should know</b></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>
<p><b>Being safe</b></p>	<p><b>Pupils should know</b></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:**

<p><b>Families</b></p>	<p><b>Pupils should know</b></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>
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<p><b>Respectful relationships, including friendships</b></p>	<p><b>Pupils should know</b></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> <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>
<p><b>Online and media</b></p>	<p><b>Pupils should know</b></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>
<p><b>Being safe</b></p>	<p><b>Pupils should know</b></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>

<p><b>Intimate and sexual relationships, including sexual health</b></p>	<p><b>Pupils should know</b></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 pressurising 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 confidential sexual and reproductive health advice and treatment.</li> </ul>
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