



Education Trust

**Inspiring the individuals of today, for a better society tomorrow,
“Aspire, Belong, Collaborate”**

Relationships, Sex and Health Education Policy

Review Frequency	Annual
Reviewed	15 th July 2025
Next Review	July 2026



‘Relationships Education’, ‘Health Education’ and ‘Relationships and Sex Education’ at Shiphay Learning Academy

Personal, Social and Health and Economic (PSHE) education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

Our Aims

The following aims reflect those of Shiphay Learning Academy and show how Relationships and Sex Education is delivered within the context of a moral framework in school.

1. To provide a broad and balanced Relationships and Sex Education Programme which:
 - Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities as well as other vulnerable pupils
 - Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas

2. By exploring moral and sexual issues and values to:
 - encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision-making skills with respect to sexuality and personal relationships, for example:
 - An understanding that both sexes have responsibilities in sexual matters
 - The skills to identify, resist and report any unwanted sexual experience
 - to foster self-esteem, self-awareness and a sense of moral responsibility

3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
 - the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others
 - friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring.

Defining Relationships Education

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in Relationships Education are: families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe.

Defining Physical Health and Mental Wellbeing Education

To further enhance the Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing: this should be seen as important in daily life and as important as physical health. The strands included in Physical Health and Mental Wellbeing are: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum, Science Curriculum, PSHE Curriculum and relationships in school.

Defining Relationships and Sex Education

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

Informing and Involving Parents and Carers

The views and participation of parents and carers is vital for the most effective Relationships and Sex Education. Before introducing a new RSHE curriculum, the views and thoughts of what should and should not be included in the RSHE curriculum will be sought. The school informs parents and carers of what will be included in the sex and relationships education: parental consent will be obtained before the curriculum commences and parents/carers can come into school to discuss any aspects that may concern them. Parents are fully informed and encouraged to enhance that part of the Relationships and Sex Education Programme provided by the school by having discussions at home.

Statutory Curriculum for Relationships Education

Whilst parents and carers do have the option to withdraw their children from the sex education curriculum, they do not have the right to withdraw their children from relationships education. The Relationships Education curriculum (as explained in this policy) is a statutory requirement for all primary aged pupils.

Non-Statutory Curriculum Relationships and Sex Education Programme (Withdrawing Pupils)

Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. The biological content of the Relationships and Sex Education Programme is

deemed to be that described in the National Curriculum. In Year Six, an additional letter will be sent to parents and carers which explains that they can exercise their right to withdraw their child from the non-statutory elements of Sex Education: parents and carers cannot withdraw their children from the elements taught through the Science National Curriculum and the Relationships Curriculum.

A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are also met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Relationships and Sex Education Programme.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carer's request to withdraw is made, that request must be complied with until revoked by the parent. This is only relevant for year six pupils where some non-statutory elements of the sex education curriculum are taught.

What we do if a request for withdrawal is made by a parent

- We discuss the nature of the concerns with the child's parent/carer and if appropriate reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents/carers - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, e.g. it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We identify with parents/carers that pupils who have been withdrawn are vulnerable to teasing - we therefore aim to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also identify that pupils may receive inaccurate information from their peers.
- We offer parents/carers access to appropriate information and resources.

N.B. If the pupil does not agree with the parent's desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Curriculum Content

Our Personal, Social, Health and Economic education curriculum incorporates all statutory and non-statutory elements relating to the area: British Values, personal development, social development, health development, emotional development, anti-bullying, online safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL. The curriculum content is detailed in the next sections of this policy. The specific PSHE curriculum for Shiphay Learning Academy can be requested from the individual school.



Science Curriculum

There are biological aspects on human growth and reproduction taught in science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Relationships and Sex Education curriculum. In science, a biological teaching approach will always be taken. Information on the Science topics is included below:

Year 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.

Year 2

- notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans.

Year 5

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

Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

All Science content taken from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Relationships and Sex Education Curriculum Content

Use of the Christopher Winter Project

To ensure we have a consistent approach to teach the core aspects of the Relationships Education curriculum, we follow the Christopher Winter Project for RSHE (this has been quality assured by the PSHE



Association and Torbay Teaching School Alliance's Specialist Leader of Education for PSHE). This teaching and learning will form part of our RET Personal Development Days. This basis ensures we have an initial coverage of the Relationships Education strands.

Reception - Family and Friendship

1. Caring friendships: understanding the importance of friendship
2. Being kind: recognising the importance of forgiveness
3. Families: understand there are lots of different families

Year 1 - Growing and Caring for Ourselves

1. Different friends: knowing we can be friends with people who are different to us
2. Growing and changing: understanding babies and children grow up
3. Families and care: exploring different types of families and who can help us

Year 2 - Differences

1. Differences: exploring gender stereotypes
2. Male and female animals: exploring males and females are different
3. Naming body parts: knowing the physical differences between males and females

Year 3 - Valuing Difference and Keeping Safe

1. Body differences: exploring the differences between males and females
2. Personal space: understanding appropriate touch
3. Help and support: exploring different types of families and who can help us

Year 4 - Growing Up

1. Changes: exploring the human lifecycle
2. What is puberty?: exploring how puberty is linked to reproduction
3. Healthy relationships: exploring respect in a range of relationships

Year 5 - Puberty

1. Talking about puberty: exploring emotional and physical changes
2. The reproductive system: understanding male and female changes
3. Help and support: understanding the importance of personal hygiene

Year 6 - Puberty, Relationships and Reproduction

1. Puberty and reproduction: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships

Female Genital Mutilation

As part of the Christopher Winter Project, there is a sixth lesson on Female Genital Mutilation (FGM). The learning outcomes for this session include: to know how someone can be safe and in control of their body; to understand what FGM stands for; to know where to go for help.

The session explores how to stay safe in different contexts and with our own bodies. It then explores private parts of the body and uses the PANTS safe underwear rule from the NSPCC to explain this. The session then focuses on what FGM is: "Explain that FGM means changing or removing part of the female private parts by cutting them. This practice is harmful and painful for girls and women and is illegal in this country. Ask children what illegal means and ask them to give you examples of what things are illegal (stealing, driving over the speed limit, drinking alcohol underage, taking drugs, hurting someone etc.). Explain that FGM is something that happens to some girls in some cultures and that it is important that we remember PANTS – that is it not OK for anyone to do this to a girl even if they are a family member. Cutting or changing someone else's body, for example cutting or changing girls' private parts, is not normal or legal and can cause severe health problems." (Christopher Winter Project, 2019). The session ends with clarification on who to help us and how to access support.

This lesson in Year Six will be reviewed for each cohort and will be taught as appropriate following discussions with class teachers, senior leadership team and advisors in the subject area. When the lesson is taught in Year Six, this will be included in the letter and parents/carers can withdraw their children from this session.

Relationships and Health Education Objectives

All of the RSHE objectives are covered either through the PSHE curriculum (we follow the Local Authority Torbay Curriculum created by Torbay Teaching School Alliance's Specialist Leader of Education and this is approved by Public Health England) and/or through Health and Wellness.

Ground Rules during Relationships and Sex Education

At the start of each Relationships and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class, e.g. questions on oral sex. In practice, this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents/carers - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

How RSHE is Taught and Who Teaches This

RSHE is taught as part of our PSHE curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health



education, emotional development, anti-bullying, online safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and Social and Emotional Aspects of Learning (SEAL).

Our RSHE Education is taught by a member of teaching staff familiar to the children, usually their class teacher.

Teachers Can

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, e.g. the school nurse or their GP. This is not the provision of Relationships and Sex Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Teachers Cannot

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Relationships and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

Offering Advice

The function of Relationships and Sex Education is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken, then a teacher may only give such advice after receiving written permission from the Head of School and the parents or carers - clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. All pupils will be informed in their RSHE lessons (Years Four to Six) that they can go to any adult for sanitary products. Research has shown that one third of girls are not told about periods by their parents/carers and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. As part of the Year Five RSHE Curriculum, pupils will be taught how sanitary products are used and the different types of sanitary products. There is also a discrete sanitary bin available in the toilets in years four, five and six.

Confidentiality

Where a pupil is considered at some risk of any type of abuse (e.g. emotional, sexual or physical) or in breach of the law, the teacher must refer this immediately to the Designated Safeguarding Lead (DSL) in compliance with the Local Authority's and the school's procedures for Child Protection. The DSL will decide whether to inform parents and/or appropriate authorities and may also arrange for counselling. Although

there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them -

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Using Visiting Speakers and Others

We believe that most of the Relationships and Sex Education programme is best discussed openly with teachers who are known and trusted by the pupils. However, visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of Relationships and Sex Education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Relationships and Sex Education policy. After gaining approval from the Head of School for the visit, the organiser makes the visitor aware of the ethos of the school and the manner of delivery of the Relationships and Sex Education programme. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

N.B. The health professionals are able to offer young people confidentiality and can provide a link between the school and support services.

Diversity

Homophobia, biphobia and transphobia, like any discrimination, will be challenged through our whole-school approach. We will ensure that all children feel safe. Teachers do not promote any one life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity
- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English

Our teaching and learning will ensure topics covered will be age-appropriate and with reference to the law. We will ensure all topics are covered sensitively.

Equality Act, Equal Opportunities, Special Educational Needs & Disabilities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education programme is a 'spiral curriculum' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being alerted and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (with additional needs or not) will someday become sexually active. As well as children with Special Educational Needs, other pupils may have particular vulnerabilities that need to be considered so that they can be supported to access the RSE programme. Children Looked After or Previously Looked After should have their emotional needs considered as well as those that have current involvement or prior involvement of Children's Services.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education curriculum and our Relationships and Sex Education curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

In addition, we ensure we promote the Fundamental British Values and aim for our pupils to be as best prepared as possible for life in Modern Britain.

Staff Training and Development

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed in training and professional development are:

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

Monitoring, evaluating and reviewing the Relationships and Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme. Specifically, important to the Relationships and Sex Education Programme are:

- Pupil feedback

- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

Policy Creation, Updating and Reviewing

This policy was created by the RSHE Lead and Specialist Leader of Education for PSHE following consultation with the local school community. The policy has been adopted by the Trustees of Riviera Education Trust and will be regularly updated, reviewed and approved by the Governors (as required) in line with changes to the school context, local needs and/or Department for Education guidance.

LOCAL SCHOOL APPENDICES:

Shiphay Learning Academy

As a result of Shiphay parent/carer consultation, the following changes were made to the RSHE policy that Shiphay Learning Academy adhere to:

Protected Characteristics

In line with the DfE guidance, teaching and learning around Protected Characteristics and LGBT will be sensitively and age-appropriately delivered. This will be integrated within our PSHE, RSHE and SMSC curriculums as appropriate (cognitively, physically and developmentally) rather than as stand-alone lessons. As part of the Christopher Winter Project curriculum and resources, children will build their knowledge, understanding and awareness of different and varying families, friendships and relationships. The PSHE curriculum will further build on this to support the children's understanding of how families, friendships and relationships can have similarities and differences. Within school, we will be aware of the children's religious backgrounds and approach LGBT in a sensitive manner. We will also ensure the children build their awareness of how every individual has their own differences to others, but that everyone is special and unique. As the children have questions and queries about LGBT, we will answer these in a sensitive and age appropriate manner.

DETAILS OF AMENDMENTS

June 2021

- Updated to include Local Appendices – Shiphay Learning academy, results from parent/carer consultation.

May 2022

- Updated to clarify sanitary products available within the Menstruation section – results from Oldway parent/carer consultation
- Updated to included reference to British Values within the Equality Act, Equal Opportunities, Special Educational Needs & Disabilities section.

June 2023

- Reviewed and changed to a local school policy.

July 2025

- Reviewed without change.