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Relationships and Sexual Health Education

The aim of Relationships Education (RE) is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. Good RE should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. RE should also teach what acceptable and unacceptable behaviour in relationships is. The reason for this is to help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

Legal Requirements

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. They state that pupils receiving primary education must be taught Relationships Education and pupils receiving secondary education must be taught Relationships and Sexual Health Education. All primary and secondary pupils must be taught Health Education.

The subjects of Relationships Education and Relationships and Sexual Health must be taught in all maintained schools, academies and independent schools. All schools, except independent schools, must also make provision for Health Education.

This policy sets out how The Rydal Academy plans, delivers and monitors the provision of PSHRE. It has been produced in consultation with parents, staff and the Board of Directors. The PSHRE lead has the responsibility for reviewing and updating the policy to ensure it accurately reflects the provision of RE in the school. During this transition phase it is reviewed yearly.

Right to Withdraw

If parents want their child to be excused from some or all of sex education lessons delivered as part of PSHRE, they can request that their child is withdrawn. The head teacher should consider this request and discuss it with the parents, and grant it in all but exceptional circumstances, up until three school terms before the child turns 16. At this age, a child can choose to receive sex education if they would like to, and school must make arrangements for this to take place in one of those three terms (again, unless there are exceptional circumstances).

Curriculum Intent

At The Rydal Academy, RE is delivered as part of the PSHRE programme.

Our PSHRE curriculum aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking whilst giving pupils opportunities to develop their understanding of democracy and justice, rights and responsibilities and identities and diversity.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. PSHRE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

The PSHRE curriculum aims are therefore to create:

- Successful learners who enjoy learning, make progress and achieve
- Confident and autonomous individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society

For pupils PSHRE provides:

- Opportunities to prepare pupils to cope with handling the complexity of living in a changing and dynamic multicultural and multi-faith community
- A learning framework which contains social and emotion aspects in which pupils clarify their values and attitudes to controversial issues
- Pupils with the opportunity to clarify issues around which there is no right answer
- Opportunities for pupils to participate at a local level and understand the roles they may have, in addressing important community issues

For the school PSHRE education provides opportunities:

- To develop strategies which enhance the ethos of the school and contribute to behaviour, attitudes and responses to learning
- For pupils to take responsibilities which support the school community
- For a consistent and coherent approach to the social and emotional aspects of learning and school life
- To promote the role of the school in the community; leading to improved relationships and more effective community support
- For the school and its local community to work more effectively together to promote ways for individuals to value and support their community

For the community PSHRE will provide:

- The opportunity to emphasize the role of the community in the school
- An opportunity to improve community involvement by developing an understanding of the rights, roles and responsibilities expected of individuals
- Opportunities, which enable pupils to understand how they may take an active part and contribute more effectively to the life of the local community.
- An opportunity for pupils to explore similarities and differences within the community so that they can better understand the balance of diversity and interdependence of different groups.

Curriculum Implementation

Delivery of PSHRE is done through the timetabled teaching of PSHRE, which is delivered by a specialist teacher in key stage 1 and class teachers in key stage 2, and through a range of other activities such as assemblies, which are planned and organised, by the PSHRE coordinator, dedicated class teacher and Pastoral lead.

Students have 1 double lesson a fortnight in key stage 1 which is delivered by the specialist class teacher. Within key stage 2 the teacher can choose to teach a lesson a week or a double lesson a fortnight. Lesson plans and resources are designed and developed by SCARF, a specialist PSHE company, and adapted to fit the needs of the school by the PSHRE lead and teacher.

In addition, SMSC themes are mapped across the whole school and this is overseen by the PSHRE lead. The school believes that the students' social, moral, spiritual and cultural development is an integral part of their wider education.

Curriculum Overview

PSHRE is divided into 6 modules, which are delivered in a spiral programme. All 6 modules are delivered concurrently across the school to enable support and training to be delivered to staff where needed.

An overview of this curriculum is provided here:

Term Delivered	Module Title	Topics	Outcomes
Autumn 1	Me and my relationship	• Feelings • Getting help • Classroom rules • Special people • Being a good friend • Bullying and teasing • Our school rules about bullying • Being a good friend • Feelings/self-regulation • Rules and their purpose • Cooperation • Friendship (including respectful relationships) • Coping with loss • Healthy relationships • Listening to feelings • Bullying • Assertive skills • Feelings • Friendship skills, including compromise • Assertive skills • Cooperation • Recognising emotional needs • Assertiveness • Cooperation • Safe/unsafe touches • Positive relationships	Pupils learn about how to respect one another. How to be a good friend and the qualities of this. How to be respectful, trusting within a friendship and understand boundaries. Understand about rules and the purpose of them. Recognize emotion and feelings.

Autumn 2	Valuing difference	• Recognising, valuing and celebrating difference • Developing respect and accepting others • Bullying and getting help • Being kind and helping others • Celebrating difference • People who help us • Listening Skills • Recognising and respecting diversity • Being respectful and tolerant • My community • Recognising and celebrating difference (including religions and cultural difference) • Understanding and challenging stereotypes • Recognising and celebrating difference, including religions and cultural • Influence and pressure of social media • Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying • Understanding Bystander behaviour • Gender stereotyping	Pupils learn how to recognize, value and celebrate differences. They will develop an understanding of respect and acceptance of others.
Spring 1	Keeping safe	• How our feelings can keep us safe – including online safety • Safe and unsafe touches • Medicine Safety • Sleep • Safe and unsafe secrets • • Appropriate touch • • Medicine safety • • Managing risk • Decision-making skills • Drugs and their risks • Staying safe online • Managing risk • Understanding the norms of drug use (cigarette and alcohol use) • Influences • Online safety • Managing risk, including online safety • Norms around use of legal drugs (tobacco, alcohol) • Decision-making skills	Pupils learn how to use the internet safely and how to respond to the many people they meet online. They will develop an understanding on how to stay safe with regards to medicine and legal drugs. They will also develop an understanding of what is appropriate and inappropriate touch.

		• Understanding emotional needs • Staying safe online • Drugs: norms and risks (including the law)	
Spring 2	Rights and respect	• Taking care of things: • Myself • My money • My environment • Cooperation • Self-regulation • Online safety • Looking after money – saving and spending • Skills we need to develop as we grow up • Helping and being helped • Looking after the environment • Managing money • Making a difference (different ways of helping others or the environment) • Media influence • Decisions about spending money • Rights, respect and duties relating to my health • Making a difference • Decisions about lending, borrowing and spending • • Understanding media bias, including social media • Caring: communities and the environment • Earning and saving money • Understanding democracy	Pupils learn about themselves and how to be responsible citizens, how to be part of the local community and respect their environment and understand democracy. They will also develop an understanding of money and how manage it.
Summer 1	Being my best	• Growth Mindset • Healthy eating • Hygiene and health • Cooperation • Growth Mindset • Looking after my body • Hygiene and health • Exercise and sleep • Keeping myself healthy and well • Celebrating and developing my skills • Developing empathy • Having choices and making decisions about my health • Taking care of my environment • My skills and interests	Pupils learn about how to look after their mental wellbeing through diet and exercise, and self-care techniques. They will understand what a healthy diet is and the importance of this and exercise. They will develop new skills and become self-aware.

		• Growing independence and taking ownership • Keeping myself healthy • Media awareness and safety • My community • • Aspirations and goal setting • Managing risk • Looking after my mental health	
Summer 2	Growing and changing	• Getting help • Becoming independent • My body parts • Taking care of self and others • Life cycles • Dealing with loss • Being supportive • Growing and changing • Privacy • Relationships • Changing bodies and puberty • Keeping safe • Safe and unsafe secrets • Body changes during puberty • Managing difficult feelings • Relationships including marriage • Managing difficult feelings • Managing change • How my feelings help keeping safe • Getting help • Coping with changes • Keeping safe • Body Image • Self-esteem	Pupils learn about our bodies and how they are different and how they change over time. Continue to develop an understanding of relationships and what is safe and unsafe.

Inclusive Delivery

The school takes every effort to ensure that the delivery of PSHRE and all aspects of personal development education are in full compliance with the Equality Act of 2010. Teaching should reflect the law, including the Equality Act 2010, as it applies to relationships and other issues (e.g. gender and gender realignment) covered within the curriculum, so that young people clearly understand what the law allows (and does not allow) and the wider legal implications of decisions they may make.

PSHRE lessons are designed to take into account the religious and faith backgrounds of pupils so that the topics that are included in the regulations are appropriately handled. It is recognised that there will be a range of opinions regarding RE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

The nature of PSHRE means that often teachers are asked to cover sensitive and controversial issues.

These may have a political, social or personal impact and deal with questions of values and beliefs. It is important that teachers approach these topics with an unbiased view. Pupils are taught to recognise bias and to evaluate evidence and examples. Teachers strive to establish a classroom environment in which all pupils feel free to express reasonable points of view and contradict those held by their peers or by the class teacher without judgment or repercussions.

Staff should be alert to issues such as everyday sexism, misogyny, homophobia, transphobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled according to the school's safeguarding procedures.

PSHRE lessons need to be sensitive and age appropriate in approach and content. The school uses local and national data to determine the point at which we feel it is appropriate to teach our pupils about different types of relationships including LGBT+ relationships. Our curriculum is designed to be fully inclusive and all case studies, scenarios and discussion points introduce pupils (and allow them to respond to) to a range of different relationships.

Monitoring and Evaluation

The PSHRE department is subject to the same monitoring, verification, planning and evaluation policies that other academic departments follow.

Pupil progress is monitored through workbooks and pupil work is monitored through half termly book scrutiny. The PSHRE lead meets with the SLT link to discuss and identify departmental priorities.

Assessment

At the start and end of the topic pupils complete an assessment sheet to help recap and use their acquired knowledge. This shows the growth in knowledge over a module of work. Their response to this is used to demonstrate the impact that module has had.

Additional Development opportunities

There is a designated group of children who feedback to the PSHRE lead with regards to how the subject is going and any developmental needs there maybe.

The assembly programme is coordinated by the Pastoral Lead. It is designed to:

- Promote morality and good citizenship within a diverse and multi-cultural society
- Encourage pupils to explore and shape their own beliefs and attitudes
- Allow students to form their own opinions and overcome prejudice.

The involvement of visitors and external groups

Where possible visitors and external groups are invited into school to run key sessions, assemblies and occasionally deliver lessons. These maybe run by local authority services or charities.

The role of pupils in community involvement

- The School Council organize and suggest ideas for various charity projects e.g. British Heart Foundation, RSPCA, Darlington memorial fundraising, Cancer Research etc

Social, Moral, Spiritual and Cultural Education

The Rydal Academy is committed to the promotion of pupils' spiritual, moral, social and cultural development and their physical well-being through a wide range of activities and experiences. The school believes that the promotion of SMSC is of vital importance to our pupils as it equips them to be thoughtful, caring and active citizens in school and in wider society.

We aim to provide an education that provides children with opportunities to explore and develop:

- their own values and beliefs
- their own spiritual awareness
- their own high standards of personal behaviour
- a positive, caring attitude towards other people
- an understanding of their social and cultural traditions
- an appreciation of the diversity and richness of their cultures

Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are embedded across the curriculum and not just developed in PSHRE lessons and all curriculum areas have a contribution to make to the child's spiritual, moral, social and cultural development.

Links to other Policies

This policy should be read in the context of whole school range of policies.
In particular this policy links to:

- The Confidentiality Policy
- Safeguarding Policy
- Discipline (Personal Development, Behaviour and Welfare)

All the named policies can be viewed at [The Rydal Academy/Policies](#)