



# Anchorholme Academy Relationships & Health Education Policy



Adopted by Governors/HT: HT  
Review period: Annually  
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Person responsible for policy: Mrs C. Powell &  
Mrs S Barratt

## **General Statement**

At Anchorsholme Academy, we want Relationships and Health and Sex Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and feel our curriculum reflects the needs of our pupils.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, both at school and in the wider community.

## **RSE and the Law**

The 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Regulations of 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 Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

## **Parental Consent**

A copy of this policy is available to all via our school website and parents will be informed that sex education lessons are due in advance of them being taught. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Those wishing to withdraw their child must put their request in writing to the Headteacher and detail how they will take responsibility for delivering this part of the RSE curriculum to their child.

## **How will RSE be taught at Anchorsholme?**

RSE will be taught predominantly through discrete weekly PSHE lesson divided into different units. In addition, the following objectives will be taught through science units:

### **Legal Requirements in Science:**

All schools must teach the following as part of the Science National Curriculum. (Parents do not have the right to withdraw their child from Science lessons.)

### **National Curriculum Science Key Stage 1**

- that animals including humans, move, feed, grow, and use their senses and reproduce;
- to recognise and compare the main external parts of the bodies of humans;
- that humans and animals can reproduce offspring and these grow into adults; and
- to recognise similarities and differences between themselves and others and treat others with sensitivity.

### **National Curriculum Science Key Stage 2**

- that the life processes common to humans and other animals include nutrition, growth and reproduction; and

- about the main stages of the human life cycle.

### PSHE National Curriculum and RSE

Relationships education was made statutory for primary schools in September 2020. The National Curriculum recommends we teach the following:

#### Core Theme 1. Health and Wellbeing

KS1 Pupils should have the opportunity to learn:

1. What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.
2. To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
3. To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
4. About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings.
5. About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
6. The importance of and how to maintain personal hygiene.
7. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.
8. About the process of growing from young to old and how people's needs change.
9. About growing and changing and new opportunities and responsibilities that increasing independence may bring.
10. The names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls.
11. That household products, including medicines, can be harmful if not used properly.
12. Rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment (including rail, water and fire safety)).
13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them.
14. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.

Building on Key Stage 1, KS2 Pupils should have the opportunity to learn:

1. What positively and negatively affects their physical, mental and emotional health (including the media).
2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
3. To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.
4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves.

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5. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
7. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.
8. About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.
10. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
11. To recognise their increasing independence brings increased responsibility to keep themselves and others safe.
12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.
13. That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.
14. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.
15. School rules about health and safety, basic emergency aid procedures, where and how to get help.
16. What is meant by the term 'habit' and why habits can be hard to change.
17. Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others.
18. How their body will, and emotions may, change as they approach and move through puberty.
19. About human reproduction.
20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.
21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones).
22. The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
23. About people who are responsible for helping them stay healthy and safe and ways that they can help these people.

Core Theme 2. Relationships

KS1 Pupils should have the opportunity to learn:

1. To communicate their feelings to others, to recognise how others show feelings and how to respond.
2. To recognise how their behaviour affects other people.

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3. The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.
4. To recognise what is fair and unfair, kind and unkind, what is right and wrong.
5. To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class.
6. To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).
7. To offer constructive support and feedback to others.
8. To identify and respect the differences and similarities between people.
9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.
10. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them).
11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
12. To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.
13. That there are different types of teasing and bullying, that these are wrong and unacceptable.
14. How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Building on Key Stage 1, KS2 Pupils should have the opportunity to learn:

1. To recognise and respond appropriately to a wider range of feelings in others.
2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
3. To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
4. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.
5. That civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
6. To be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so.
7. That their actions affect themselves and others.
8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.
9. The concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
10. To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.
11. To work collaboratively towards shared goals.
12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

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13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).
14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).
15. To recognise and manage 'dares'.
16. To recognise and challenge stereotypes.

**Anchorsholme Curriculum Breakdown for Growing and Changing Lessons (Relationships and Health Education. Year 6 Only Sex Education)**

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>• Taking care of a baby</li> <li>• Then and now</li> <li>• Surprises and secrets</li> <li>• Keeping privates private</li> </ul>	<ul style="list-style-type: none"> <li>• Haven't you grown!</li> <li>• My body, your body</li> <li>• Respecting privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship Tree</li> <li>• Body Space</li> <li>• Secret or surprise?</li> <li>• My changing body</li> </ul>	<ul style="list-style-type: none"> <li>• My feelings are all over the place!</li> <li>• All change!</li> <li>• Period positive</li> <li>• Secret or surprise</li> <li>• Together</li> </ul>	<ul style="list-style-type: none"> <li>• How are they feeling?</li> <li>• Taking notice of our feelings</li> <li>• Growing up and changing bodies</li> <li>• Changing bodies and feelings</li> <li>• Help! I'm a teenager, get me out of here!</li> <li>• Stop, start stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• I look great!</li> <li>• Media Manipulation</li> <li>• Is this normal?</li> <li>• Making babies</li> </ul>
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><b><u>Key Vocab</u></b></p> <p>Toileting Cleaning Private parts Hygiene Keeping privates Private</p>	<p><b><u>Key Vocab</u></b></p> <p>Nipples Vulva Penis Testicles</p>	<p><b><u>Key Vocab</u></b></p> <p>Eggs Period Puberty Menstrual Cycle Ovaries Womb Fallopian Tube Uterus Vagina Bleed</p>	<p><b><u>Key Vocab</u></b></p> <p>Eggs Ovaries Period Bleed Tampon Sanitary Towel Odour Hygiene</p>	<p><b><u>Key Vocab</u></b></p> <p>Emotions Feelings Penis Vulva Puberty Erection Body Hair Stretch Marks Wet Dreams</p> <p><b><u>Boys</u></b></p> <p>Pubic Hair Foreskin</p>	<p><b><u>Key Vocab</u></b></p> <p>Eggs Sperm Conception Erection Testicle Sexual Intercourse Orgasm Vagina Implantation Fertilise Pregnancy Age of Consent</p>

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				Anus Penis Testicle Scrotum <b>Girls</b> Pubic Hair Outer Lips Vaginal Opening Vulva Clitoris Urinary Opening Anus Inner Lips	Consensual
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## **Lesbian, Gay, Bisexual and Transgender (LGBT)**

In teaching Relationships Education and RSE we will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We will ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure that all teaching is sensitive and age-appropriate in approach and content.

## **Special Educational Need and Disabilities (SEND)**

It is recognised that children with SEND may be more vulnerable to exploitation, manipulation and bullying and need clear guidance from the RHSE curriculum to support them to learn how to create and maintain healthy relationships. If a child has cognitive understanding difficulties then they will need to access a differentiated curriculum that meets their needs at the appropriate level. Parents will be consulted by the SEND Coordinator to determine what is most appropriate for their child.

We recognise that a child with SEND may need to have vocabulary explained carefully or may need “pre-teach” for vocabulary before an RHSE lesson in order for them to understand what is being taught. They may also need “over learning” to embed their learning and understanding.

It is important to remember that children with SEND need to access all aspects of the RHSE curriculum but that the content needs to be delivered in an appropriate way with plenty of time and space given for questions.

## **Child Protection / Confidentiality**

Teachers are aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. When this is the case, the staff member will inform the Designated Safeguarding Lead (DSL) by reporting the concern using the school’s online reporting programme. Staff are aware they cannot promise confidentiality if concerns exist.