



**Flying
High
Partnership**



Relationships, Sex and Health Education

Caring for myself and others

Last reviewed on: January 2025

Next review due by: January 2026

Aims

At Rivendell, we all know the experiences a child has during the formative years of their life has such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent in school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

The vision for our children at Rivendell is to become kind and courageous citizens. Our children will flourish in an ever-changing world, choosing their pathways and unlocking opportunities for their future.

At Rivendell Flying High Academy, we are committed to nurturing well-rounded future citizens of the world who excel academically and embody strong character and values. Our Relationships, Sex and Health Education (RSHE) Policy is an integral part of promoting these values and our educational philosophy, aiming to instill in our children the core values of RISE (respectful, intrepid, successful and engaged) as well as our virtues of Kindness, Courage, Citizenship, Community, Respect, and Perseverance.

Our RSHE curriculum, underpinned by our RISE vision, empowers our children to be a positive member of their community prepared for life in the future. This is achieved by supporting them to understand the importance of relationships, their own physical and mental health and well-being and sex education. Our children will also develop an understanding of the world in which they live, as well as ensuring they are global citizens who contribute positively to the wider world.

Our curriculum uses a granular approach to enable children build on previous learning that is also flexible to respond to specific local or global needs and identified issues of our children and community.

The aim for our RSHE curriculum is to help our children to build healthy friendships and positive relationships in an age-appropriate way. An important part of RSHE at Rivendell is the ability to discuss and debate issues with clarity, and listen to people's points of view, whilst understanding that you do not have to agree with them but recognise their point of view.

The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE will look at aspects of diversity in an inclusive and non-judgemental way. At Rivendell, we whole-heartedly support the philosophy of RSHE and believe it is most effective when taught as part of PSHE.

Key Objectives

The key objectives of our RSHE program are to:

- Develop knowledge and understanding of positive, healthy relationships and the importance of commitment;
- Make our children aware of their rights, especially in relation to their bodies;
- Enable the development of social and relationship skills and protective behaviours;
- Prepare children for the physical and emotional changes of puberty;
- Develop an understanding of reproduction and birth within the context of a loving and caring relationship;
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings;
- Develop children's skills around assessing risk and keeping safe;
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds;
- Enable children to recognise and manage their emotions;
- Provide children with the knowledge and skills to access appropriate support.

Our RSHE program is based on the needs of all our children at Rivendell with age-appropriate learning outcomes. RSHE will be firmly embedded within our broader curriculum areas, including personal development, science and PE, in addition to more focused learning through specific sessions and assemblies. Pupils will be encouraged and supported to appreciate difference and to respect themselves and others.

Policy Development

We are a family here at Rivendell and a collaborative approach to our curriculum is always encouraged and created. This policy was formulated in consultation with our whole school family with input from:

Children – through pupil voice and sharing the curriculum, fed back through our School Council;

Staff in School – through surveys and consultation documents;

Parents and Carers – through surveys and consultation documents;

Governors – discussions at Governor meetings and consultation documents.

This will ensure that our RSHE curriculum continues to meet the needs of our pupils and school community and that it is in line with current DfE guidance and advice.

The policy is available on the school website, through the school office and on Microsoft Teams staff share space.

Content and Delivery

What we Teach

At Rivendell Flying High we are using the PSHE association programme of study for the subject and the Christopher Winter RSE Scheme of Work to support with our relationship and sex education.

The statutory guidance for this programme of study comprehensively covers Relationships and Sex Education (R.S.E) and Health Education's learning opportunities across all the three core themes. Even though much of 'Living in the wider world' is not included in the statutory requirements, the theme, as a whole, remains vitally important for pupils' personal development and economic wellbeing.

Emotional Health and Wellbeing

The statutory guidance for health education covers physical health, mental health and emotional wellbeing and recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

This 'Teaching About Mental Health and Emotional Wellbeing' guidance and accompanying teaching resources, originally funded by the Department for Education (DfE), have now been revised to ensure that they are fully up to date and reflect these statutory changes. These form part of our curriculum and will be an ongoing and core theme throughout our curriculum.

Irrespective of statutory requirements, teaching about mental health and emotional wellbeing as part of a comprehensive R.S.H.E education curriculum is vital. It promotes pupils' wellbeing through an understanding of their own and others' emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma.

The emphasis should always be on developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support.

Relationships, Sex Education (R.S.E)

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. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

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, at school and in society. The duties on schools in this area are set out in legislation.

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 Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. (They also make **Health Education** compulsory in all schools except independent schools).

This policy sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that the Headteacher should follow in considering a request from a parent.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

How we Teach it

At Rivendell, we believe that effective RSHE can only be taught based on positive relationships and that forms the basis of the Charter that all classes devise and sign up to at the start of the year. This clearly gives the children a framework within which to get the most from these weekly sessions.

- We follow the Rivendell research informed lesson design structure:
 - Reactivate,
 - Teach,
 - Learn together,
 - Independent,
 - Reflection;
- To capture the discussions that are at the heart of these sessions, we use floor books, allowing pupils and leaders to reflect on their past learning.
- Sex Education lessons are taught through the Christopher Winter scheme of work during the summer 2 term in accordance to the scheme of work (Appendix 1)

Responding to pupils' questions and the vocabulary used in school

We acknowledge that sensitive and potentially difficult issues will arise in PSHE/RSHE sessions, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content.

As a first principle, we answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age-appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed, whether they should answer it, they will seek guidance from the Senior Leadership Team (SLT). Questions may be referred to parents/carers if it is not appropriate to answer them in school. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding (DSL) and child protection, in line with school policy and procedures.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration will be given in regard to the pupil's age, prior learning or readiness. Pupils also have access to an 'I want to know' box in each class in order for them to write questions down and be answered as they request. These questions may be answered in a 1:1 situation if it is appropriate or as part of a class discussion. If a safeguarding issue is raised, we will take the appropriate actions (see Safeguarding Policy) and ensure that this concern is dealt with promptly.

Equality, Diversity and Inclusion

Provision for SEND Inclusion/Equality and Diversity

We will implement the PSHE Association Planning Framework for pupils with SEND that accompanies the Programme of Study. This framework identifies topics of particular relevance to learners with SEND and maps out progressive learning outcomes within each topic from key stage 1 to 2. It includes additional learning outcomes to ensure the framework addresses the new DfE Statutory Guidance for Relationships Education, RSE and Health Education in an appropriate way for pupils with SEND.

We promote the needs and interests of all pupils, inclusive of gender, sexual orientation, race, religion, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds and home circumstances of the children to ensure that all can access the full RSHE provision.

In relation to those with special educational needs, we will review our program to ensure that provision is made for those with additional needs. When working with children with additional needs we consider:

- Their level of vulnerability
- Their need to develop self-esteem and positive body image
- The need to involve all staff and carers in policy development, planning and training
- The need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- Sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the curriculum meets the needs of all:

- We encourage respect and discourage abuse and exploitation.
- We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- We promote social learning and expect our students to show a high regard for the needs of others.
- RSHE is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.
- We support children in developing their knowledge about and attitudes towards diversity.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the RSHE policy and hold the Headteacher to account for its implementation.

SLT Team

The SLT Team and Headteacher are responsible for ensuring that RSHE is taught consistently across school.

Staff

Staff are responsible for:

- Delivering PSHE/RSHE in a sensitive way
- Modelling positive attitudes to PSHE/RSHE
- Monitoring the progress of our pupils
- Responding to the needs of individual pupils

All staff are responsible for teaching PSHE/RSHE in their own context.

Our Children

Our children are expected to engage fully in RSHE and, when discussing issues related to this, treat others with respect and sensitivity, reinforcing our RISE values.

Confidentiality

The nature of our RSHE curriculum means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

Assessment, Recording and Reporting

We assess children's learning in RSHE in line with approaches used in the rest of the curriculum. Children's learning is planned using learning outcomes and teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall assessments.

We report to parents/carers at the end of the school year on children's learning and progress within RSHE. During the year we provide parents/ carers meetings, and further to that, we liaise with parents on a 'needs led' basis, as and when required.

The Role of Governors

When aspects of RSHE appear in whole school development planning or the school improvement plan, the governors will be asked to reflect on, monitor and review the work as appropriate. The governing body, as a whole, plays an active role in monitoring, reviewing and developing the policy and its implementation in school.

Use of Visits and Visitors

Where appropriate, we use visits and visitors from outside agencies or members of the community to support RSHE. This is an enrichment of our programme and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils. Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety). Our partnership with the local community is a priority, and we recognise and value its contribution to our learning. This reflects our approach to active citizenship. We include a range of opportunities for community involvement and activities, such as:

- Work with specialist providers (Life Skills Education)
- Charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- School clubs (e.g. choir performances, volunteering, sports teams)
- Links with local services (e.g. visits from the Police Community Support Officer, local charity shop, NCC ESHAW)

The Process for Development and Review

This policy has been drawn up in consultation with all teaching staff, other school staff, parents, young people, governors, members of the wider school community and other agencies.

We are committed to the ongoing development of PSHE/RSHE in our school. We will use the following indicators to monitor and evaluate our progress:

- A coordinated and consistent approach to curriculum delivery has been adopted
- A flexible approach to delivering RSHE that responds to children's needs (identified through consultation, research or observation) is in place
- Children are receiving an entitlement curriculum for RSHE in line with national and local guidance
- There are clearly identified learning objectives for all activities, and children's learning is assessed using both formative and summative approaches
- Opportunities for cross-curricular approaches are being used where appropriate
- The impact of training for staff and governors on practice is evaluated
- Policy and practice is revised regularly and involves staff, governors and, where appropriate, children
- A variety of methods are employed to communicate the key points of the policy and curriculum to the community and we invite feedback.

Monitoring and Evaluation

- The Rivendell Personal Development Subject Leader regularly evaluates the programme. The views of pupils, members of staff who deliver the programme, parents and governors are used to make changes and improvements to the programme on an on-going basis.
- This policy will be reviewed by the Senior Leadership Team and by the Governing Body.
- Monitoring of RSHE will include the Rivendell Personal Development Lead working alongside the Curriculum Leader and Headteacher to carry out learning observations, ten-minute visits, book looks, pupil voice activities and planning reviews.

Location and Dissemination

This policy document is freely available on request to the entire school community.

The staff responsible for overseeing and reviewing this policy is:

RSHE Lead: Julie Worthington