



# ALDRO

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

<b>Author:</b>	Acting Head of PSHE (LMc)
<b>Version:</b>	One
<b>Last updated:</b>	February 2024
<b>Governor lead:</b>	
<b>Review date:</b>	

1. Introduction .....	3
2. Right to Withdraw .....	4
3. Aims and Objectives .....	4
4. Moral and Values Framework.....	4
5. Equal Opportunities Statement .....	4
6. Content .....	4
7. Organisation.....	4
8. Confidentiality.....	5
9. Child Protection .....	5
10. Controversial and Sensitive Issues.....	5
11. Dealing with Questions.....	5
12. Sexual Identity and Sexual Orientation.....	5
13. Dissemination .....	5
14. Assessing and Monitoring.....	5
15. Health Education.....	6
16. Content .....	6
17. PSHE Curriculum .....	7

## 1. Introduction

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. Aldro aims to meet the needs of all our pupils through this programme of education. Young people, whatever their developing sexuality, need to feel that sex and relationships education is relevant to them and sensitive to their needs. RSHE is taught within the PSHE curriculum.

It has three main elements:

### *Attitudes and values*

- learning the importance of values, individual conscience and moral considerations;
- learning the value of family life, marriage, and stable and loving relationships;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas; and developing critical thinking as part of decision-making.

### *Personal and social skills*

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

### *Knowledge and understanding*

- learning and understanding physical development at appropriate stages for both boys and girls;
- understanding human sexuality, reproduction, sexual health, emotions and relationships.

The 1996 Education Act consolidates all relevant previous legislation and states that all primary schools must provide an up to date policy that describes the content and organisation of RSHE provided outside the National Curriculum Science Order.

The DfE Sex and Relationship Education Guidance (2000) supports this legislation and recommends that all primary schools should have a sex and relationship education programme tailored to the age and physical and emotional maturity of the children. From September 2020, every pupil in England will be guaranteed a PSHE education that that covers health education and relationships education in Forms 3-6 and relationships and sex education in Forms 7-8: an education that fully prepares every child for life's challenges and opportunities.

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 (RSHE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. PSHE continues to be compulsory in independent schools.

## **2. Right to Withdraw**

Following discussion with the school, parents/ carers have the right to withdraw pupils from the 'Sex' element of RSHE teaching but they do NOT have the right to withdraw them from Relationships, Health Education or any other part of PSHE. There is no right to withdraw pupils from Science lessons, which include elements of sex education such as puberty and reproduction.

In order to give parents information about the content of our PSHE, SMSC and RSHE Curriculum, this policy is provided on the school website and curriculum maps are sent out to parents, outlining the content of PSHE and Science lessons. The Head of PSHE presents the PSHE, RSHE and Health Education programme to all parents at the Year Ahead Meetings every September and sends a letter to parents with further details about the programme, at the appropriate time. (see Appendix)

## **3. Aims and Objectives**

This policy is a working document which provides guidance and information on all aspects of RSHE in the school for staff, parents/carers and governors. To be accessible to all of these groups the document is available on request and is on the school website.

## **4. Moral and Values Framework**

The RSHE programme at Aldro reflects the school ethos and demonstrates and encourages the following values:

- a. Respect for self;
- b. Respect for others;
- c. Responsibility for their own actions;
- d. Responsibility for their family, friends, schools and wider community.

## **5. Equal Opportunities Statement**

The school is committed to the provision of RSHE to all of its pupils. Our programme aims to respond to the diversity of children's cultures, faiths and family backgrounds. Equal time and provision will be allocated for all groups but there may be occasions where pupils with Special Educational Needs are given extra support from the Learning Support staff.

## **6. Content**

Pupils learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs.

They learn to recognise their own worth, identify positive things about themselves and try to balance the stresses in life in order to promote their own mental health and wellbeing and that of others. Life processes are discussed, including the physical changes that take place at puberty, why they happen and how to manage them.

## **7. Organisation**

The RSHE elements of the school curriculum in Science are mandatory for all pupils within the school. These cover anatomy, puberty, biological aspects of sexual reproduction, and the use of hormones to control and promote fertility.

Other elements of Personal, Social and Health Education (PSHE) – including RSHE – are non-statutory, and it is the decision of the school as to its inclusion of these areas in our programme. RSHE should not be delivered in isolation but firmly embedded in all curriculum areas, including PSHE. At Aldro the main content is delivered in PSHE lessons. Occasionally,

appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSHE in school. Whilst biological facts are taught as part of the Science curriculum, parents are entitled to withdraw their child from further discussions during the PSHE programme.

#### **8. Confidentiality**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (TR) who may confer with the Headmaster before any decision is made.

The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

#### **9. Child Protection**

The school has a separate Child Protection and Safeguarding Policy. Effective RSHE may bring about disclosures of safeguarding issues and staff should be aware of the procedures for reporting their concerns.

#### **10. Controversial and Sensitive Issues**

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have different opinions.

#### **11. Dealing with Questions**

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (TR) if they are concerned.

#### **12. Sexual Identity and Sexual Orientation**

Aldro believes that RSHE should meet the needs of all pupils, regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender reassignment, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

#### **13. Dissemination**

The PSHE, SMSC and RSHE policy is shared with staff on the staff drive and is available to parents, on the school's website and on request.

#### **14. Assessing and Monitoring**

Staff, pupil and parental views, including concerns, are considered alongside evaluation of the PSHE programme. The RSHE policy is to be reviewed each year and appropriate amendments to be made where needed.

Regular feedback is provided on pupils' progress and teaching is assessed and assessments used, to identify where pupils need extra support and intervention. Progress is reviewed through pupil/teacher discussion, quizzes and self-evaluations - at the end of each term's teaching, pupils complete an AFL (Assessment for Learning) sheet. Teachers of PSHE report a grade for effort in PSHE to parents in the Industry Grades at the end of each half term and a PSHE report is written at the end of the summer term.

**15. Health Education**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa.

**16. Content**

Pupils are taught about the benefits and importance of daily exercise, good nutrition, sleep, hobbies, participation in the community, rationing time spent online, online safety, talking about feelings, basic first aid, self-care, personal hygiene, healthy eating, legal and illegal substances and the early signs of physical illness. Pupils are taught the key facts about puberty, the changing adolescent body, about menstrual wellbeing, the physical and emotional changes which take place in males and females, and the implications for emotional and physical health.

## 17. PSHE Scheme of Work Incorporating RSHE and Health Education

### Programme of Study

The programme of study is based on three core themes within which there will be broad overlap and flexibility:

- **Christmas Term – Health and Wellbeing**
- **Spring Term - Relationships**
- **Summer Term – Living in the Wider World**

These three overlapping and linking Core Themes, expressed as areas of core knowledge, understanding, language, skills and strategies, and taught in accordance with pupils' readiness, are appropriate across all Key Stages and build upon Early Years Foundation Stage and Key stage 1 Learning from previous schools. It is important to recognise that many decisions about both health and lifestyle are made in a social context or are influenced by the attitudes, values and beliefs of significant others.

Overarching Concepts
<p><b>1. Identity</b> (their personal qualities, attitudes, skills, attributes and achievements and what influences these)</p> <p><b>2. Relationships</b> (including different types and in different settings)</p> <p><b>3. A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</p> <p><b>4. Risk</b> (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and <b>safety</b> (including behaviour and strategies to employ in different settings)</p> <p><b>5. Diversity</b> and <b>equality</b> (in all its forms)</p> <p><b>6. Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice) and <b>consent</b> (in different contexts)</p> <p><b>7. Change</b> (as something to be managed) and <b>resilience</b> (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)</p> <p><b>8. Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p> <p><b>9. Career</b> (including enterprise, employability and economic understanding)</p>

PSHE education prepares pupils for both their future and present day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied to their own lives. PSHE education has a rich body of knowledge, taught through topics. Learners need to 'know about...', 'know how to...' and also 'be able to...'. The chosen topics for the Aldro PSHE curriculum provide a context to progressively expand and enrich overarching concepts and transferable skills, as set out on the next page.

PSHE education makes a significant contribution to the development of a wide range of essential skills:

<b>Essential Skills</b>		
<b>The <u>intrapersonal skills</u> required for self-management</b>	<b>The <u>interpersonal skills</u> required for positive relationships in a wide variety of settings</b>	<b>Skills of <u>enquiry</u></b>
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (<i>including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour</i>)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (<i>including developing strategies to achieve them and knowing when to change them</i>)</li> <li>4. Making decisions (<i>including knowing when to be flexible</i>)</li> <li>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (<i>including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers</i>)</li> <li>6. Resilience (<i>including self-motivation, adaptability, constructively managing change including setbacks and stress</i>)</li> <li>7. Self-regulation (<i>including managing strong emotions e.g. negativity and impulse</i>)</li> <li>8. Recognising and managing the need for peer approval</li> <li>9. Self-organisation (<i>including time management</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (<i>non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively</i>)</li> <li>4. Team working (<i>including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on different roles; the ability to recognise and learn from others' experience</i>)</li> <li>5. Negotiation (<i>including flexibility, self-advocacy and compromise</i>)</li> <li>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</li> <li>7. Responding to the need for positive affirmation for self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (<i>including assessing the validity and reliability of sources of data and using a variety of sources</i>)</li> <li>3. Analysis (<i>including separating fact from opinion</i>)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (<i>including prediction</i>) and management of risk</li> <li>8. Evaluating social norms</li> <li>9. Reviewing progress against objectives</li> </ol>

Our world is rapidly changing and whilst the content of PSHE is vitally important, it can quickly date and we cannot predict the challenges, opportunities and responsibilities pupils may face in their future. It is the overarching concepts and essential skills that will enable pupils to manage the challenges, opportunities and responsibilities they will face now and in their future.



## PSHE – Curriculum

### Christmas Term – Health and Wellbeing

#### Form 3

Celebrating achievements.
Personal Strengths and areas for development. (careers)
Exploring and managing feelings.
Consent and respect.
Anti-Bullying Week.
Rules for health and safety including staying safe online.
Healthy lifestyles.
How and where to get help and people who help us. (careers)

#### Form 4

Healthy friendships – consent and respect.
Choices and their consequences.
Loss and grief.
Risk, danger and hazard.
Anti-Bullying Week.
Techniques to resist pressure.
Physical health and mental wellbeing and staying safe online.
Dental hygiene, germs and how to stay well.

#### Form 5

Independence and increased responsibility.
Healthy choices – physical health and mental wellbeing.
Goal setting and having high aspirations. (careers)
Anti-Bullying Week.
Personal safety and staying safe online. Consent and respect.
Unhelpful pressure and influences on behaviour.
Alcohol - rules and laws.

#### Form 6

Consent and respect.
How the media and peer pressure can influence choices.
Healthy choices – physical health and mental wellbeing.
Anti-bullying Week.
Managing risk, staying safe online and key skills for an emergency.
Ways of setting and achieving personal goals. (careers)
Conflicting emotions, managing setbacks and building resilience.

#### Form 7

Consent and respect.
Recognise personal strengths and how this affects self-confidence and self-esteem.

Characteristics of physical health and mental wellbeing and strategies for managing them.
Importance of taking increased responsibility for personal hygiene.
Benefits of physical activity and importance of sleep.
Recognise and manage what influences their choices.
Anti-bullying Week.
Staying safe online.

### **Form 8**

Consent and respect.
Anti-bullying Week.
Identity is affected by a range of factors, including media and positive sense of self. (careers)
Understand risk within the concept of personal safety – accident prevention and staying safe online.
Legal and illegal substances and consequences of their misuse.
The importance of physical health and mental wellbeing.

## **Spring Term - Relationships**

### **Form 3**

Healthy friendships. Consent and respect - understanding child on child harassment and violence.
Families and people who care for us.
Differences and similarities between people.
Trust, confidentiality and feeling safe.
Working collaboratively.
Solving dispute and conflicts.
Safer Internet Day – staying safe online.
RSHE – naming of reproductive body parts, lifecycles, growing and changing.
RSHE – NSPCC PANTS rule and understanding boundaries and privacy. Consent and respect – understanding child on child harassment and violence. Acceptable and unacceptable physical contact.

### **Form 4**

Managing, maintaining and repairing different types of relationships. Consent and respect – understanding child on child harassment and violence.
Appropriate responses to a wide range of feelings in others.
Develop and maintain healthy relationships.
Safer Internet Day – staying safe online.
How our actions can affect ourselves and others.
RSHE – developing an understanding of reproductive body parts and developmental changes from child to adult.
RSHE – NSPCC PANTS rule and understanding boundaries and privacy. Consent and respect – understanding child on child harassment and violence. Acceptable and unacceptable physical contact.

### **Form 5**

Positive, healthy relationships. Consent and respect – understanding child on child harassment and violence. Acceptable and unacceptable physical contact.
Different types of relationships.
Safer Internet Day – staying safe online.
Communicating respectfully.
Different types of families.

Trust – keeping something confidential or secret and knowing when to talk to a trusted adult.
Challenging stereotypes and discrimination.
RSHE – physical and emotional changes in puberty.

### **Form 6**

Different types of families and relationships.
Consent and respect – understanding child on child harassment and violence. Acceptable and unacceptable physical contact.
Importance of shared goals and reliance on others.
Safer Internet Day – staying safe online.
Discrimination, bullying and its effect on others.
Challenging stereotypes – diversity and equality, protected characteristics.
Negotiation and compromise.
RSHE – Physical and emotional changes in puberty.
RSHE – stable and caring relationships.
RSHE – content delivered in science on sexual reproduction and supported in PSHE lessons.

### **Form 7**

Qualities and behaviours in a wide variety of positive relationships. Consent and respect.
Develop and rehearse the skills of teamwork, objective setting, outcome planning, cooperation, negotiation, managing setback and compromise.
Further develop communication skills of active listening, offering and receiving constructive feedback and assertiveness.
Safer Internet Day – staying safe online.
Features of positive and stable relationships and those of unhealthy relationships. Acceptable and unacceptable physical contact.
Knowing where to get help.
Managing social influence and strategies to manage peer pressure.
RSHE – physical and emotional changes in puberty.
RSHE - healthy and positive relationships including intimate relationships, managing strong feelings, the concepts of respect and consent and the law. Understanding child on child sexual violence and sexual harassment.
RSHE – being aware that relationships can cause strong feelings and emotions.
RSHE - to understand sexual intimacy as part of a healthy mental and physical relationship.

### **Form 8**

Different types of relationships and the importance of consent and respect. Acceptable and unacceptable physical contact.
LGBTQ issues – the difference between sex, gender identity and sexual orientation and learning terminology.
Recognise the portrayal and impact of sex in the media and social media.
Understand what the expectations might be of having a boyfriend or girlfriend.
To recognise peer pressure and have strategies to manage it.
Safer Internet Day - Staying safe online.
Knowing where to get help.
RSHE – physical and emotional changes in puberty, sexual health and contraception.
RSHE - to understand sexual intimacy as part of a healthy, legal, mental and physical relationship, which includes mutual respect, consent, loyalty, trust, shared interests, outlook and friendship. Understanding child on child sexual violence and sexual harassment.

## Summer Term – Living in the Wider World

### **Form 3**

To research, discuss and debate topical issues, problems and events and offer their recommendations to appropriate people.
Why and how rules and laws that protect themselves and others are made enforced.
Why different rules are needed in different situations.
To understand that everyone has human rights.
Rights and responsibilities.
Economic wellbeing – spending, saving and giving.

### **Form 4**

To research, discuss and debate topical issues, problems and events and offer their recommendations to appropriate people.
To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.
To learn that there are different kinds of responsibilities, rights and duties at home, school, in the community and in the environment.
To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
Managing money.

### **Form 5**

Consent and respect.
To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
To think about the lives of people living in other places, and people with different values and customs.
About the role money plays in theirs and others' lives.
How to manage their money.
Challenging career stereotypes. (careers)

### **Form 6**

To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
Consent and respect.
To learn about enterprise and the skills that make someone 'enterprising' (careers).
Media literacy - to explore and critique how the media present information. To understand how data is shared.
Choosing age appropriate TV, games and online content.

### **Form 7**

To recognise, clarify and if necessary, challenge their own core values and how their values influence their choices.
The similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Challenging stereotypes.

To learn about the primacy of human rights and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. To learn about the potential tensions between human rights, British law and cultural and religious expectation and practices.

Developing enterprise skills, the world of work and young people's employment rights. (careers)

### **Form 8**

To identify their own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability. (careers)

Different types of work, including employment, self-employment and voluntary work – that everyone has a 'career'. Routes into careers, progression in careers. (careers)

To learn about different work roles and career pathways, including clarifying their own early aspirations (careers).

Online presence (careers).

To assess and manage risk in relation to financial decisions that young people might make.

To understand that there are 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 challenging stereotypes.

First aid, personal and travel safety.

To celebrate successes, moving onto new schools and managing change.

### **Calendar of special days/weeks which are marked annually in the PSHE Department**


February	Children's Mental Health Week
February	Safer Internet Day
March	National Careers Week
May	Mental Health Awareness Week
October	World Mental Health Day
November	Anti-Bullying Week and Odd Socks Day
November	UK Parliament Week

## Slides to accompany the Year Ahead meetings for Forms 7-8

### Personal Social Health Education (PSHE) at Aldro

Termly themes

- Health and Wellbeing
- Relationships
- Living in the Wider World




### RSHE – Relationships, Sex and Health Education

- Health Education is compulsory for all pupils from Years R-11
- Relationships and Sex Education (RSE) is compulsory for all pupils from Years 7-11

“The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that pupils are prepared for the changes that adolescence brings.”

(Statutory Guidance 2019)




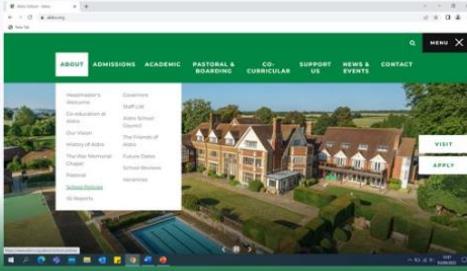
### RSHE – Relationship, Sex & Health Education

Form 7	Form 8
<ul style="list-style-type: none"><li>• differences and diversity</li><li>• relationships and puberty</li><li>• healthy and positive relationships</li><li>• respect and consent</li><li>• online safety</li><li>• intimate relationships</li></ul>	<ul style="list-style-type: none"><li>• physical and emotional changes in puberty</li><li>• relationships and puberty</li><li>• age of consent</li><li>• respect and equality within age appropriate healthy emotional and physical relationships</li><li>• sexual orientation</li><li>• gender reassignment</li><li>• staying safe online</li></ul>

Right to withdraw.



The SMSC, PSHE and RSHE policy is available on the school website.



## Slides to accompany the Year Ahead meetings for Forms 5-6


### Personal Social Health Education (PSHE) at Aldro



Termly themes

- Health and Wellbeing
- Relationships
- Living in the Wider World


### RSHE – Relationships and Sex Education and Health Education



- Health Education is compulsory for all pupils from Years R-11
- Relationships education is compulsory for all pupils from Years R1-6
- Relationships and Sex Education (RSE) is compulsory for all pupils from Years 7-11


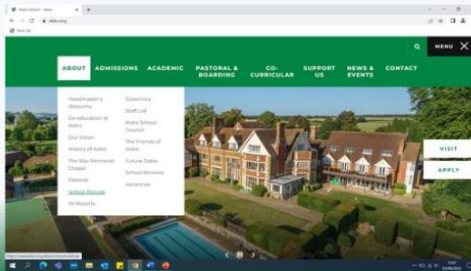
*“The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that pupils are prepared for the changes that adolescence brings.” (Statutory Guidance 2019)*

### RSHE – Relationships and Sex Education and Health Education



- **Form 5**
  - **Science** – puberty and adolescence.
  - **PSHE** - An introduction to the physical and emotional changes around puberty, consent, respect and staying safe online.
- **Form 6**
  - **Science** - Human reproduction
  - **PSHE** - and emotional changes around puberty and adolescence, as well as healthy, respectful friendships, intimate relationships, consent and staying safe online.

The SMSC, PSHE and RSHE policy is available on the school website.




## Slides to accompany the Year Ahead meetings for Forms 3-4

### Personal Social Health Education (PSHE) at Aldro


Termly themes

- Health and Wellbeing
- Relationships
- Living in the Wider World



### RSHE – Relationships, Sex and Health Education

- Health Education is compulsory for all pupils from Years R-11
- Relationships education is compulsory for all pupils from Years R-6
- “The DfE continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that pupils are prepared for the changes that adolescence brings.”  
(Statutory Guidance 2019)




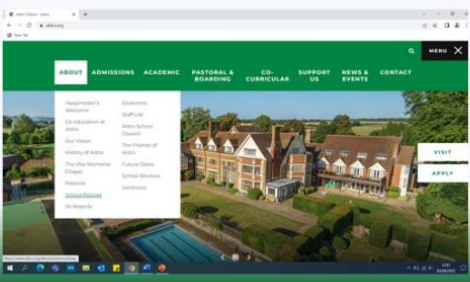
### RSHE – Relationships, Sex & Health Education

We aim to develop pupils' attitudes and values, personal and social skills, and knowledge and understanding.

- Form 3
  - Trust, confidentiality and feeling safe
  - Staying safe online
  - Acceptable and unacceptable physical contact
  - Healthy friendships, marriage and caring relationships
- Form 4
  - Understanding boundaries online and in 'real life'
  - Growing and changing
  - Maintaining safe and respectful online relationships
  - Managing, maintaining and repairing different types of healthy relationships



The SMSC, PSHE and RSHE policy is available on the school website.





## **Appendix: Letter to all parents, sent annually**

*Date of letter*

Dear Parent or Guardian

As a part of the education we offer at Aldro, we promote personal wellbeing and development through sensitive and age appropriate PSHE (Personal, Social, Health and Economic Education). This includes RSHE (Relationships, Sex and Health Education). We aim to equip and empower young people with the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and to meet their full potential.

Throughout the year, the Science and PSHE Departments deliver lessons to Forms 3 to 8 on the following topics, as part of our programme. There will be a focus on RSHE in some of our PSHE lessons this and next term. As always, pupils will have the opportunity to ask questions.

Form 3 – In Science - plant reproduction. In RSHE – consent, respect, life cycles and scientific naming of reproductive body parts.

Form 4 – In Science – Year 4 - life cycles and the idea of reproduction as a life process leading to the production of offspring. In RSHE – consent, respect, growing and changing and scientific naming of reproductive body parts.

Form 5 – In Science – puberty and adolescence. In RSHE - an introduction to the physical and emotional changes around puberty, consent, respect and staying safe online.

Form 6 – In Science – adolescence, the journey up to and including fertilisation and pregnancy. In RSHE - the physical and emotional changes around puberty and adolescence, as well as healthy, respectful friendships, intimate relationships, consent and staying safe online.

Form 7 – In Science - plant reproduction, adolescence and puberty. In RSHE - revisiting the physical and emotional changes around puberty and adolescence, healthy, respectful friendships, intimate relationships, consent, keeping safe, personal hygiene, maintaining self-esteem and confidence and staying safe online.

Form 8 – In Science – pregnancy. In RSHE - Revisiting the physical and emotional changes around puberty and adolescence, healthy, respectful friendships, intimate relationships, keeping safe, personal hygiene, changing feelings, LGBTQ issues, maintaining self-esteem and confidence, staying safe online, consent and the law.

Our PSHE and RSHE policy is on the school's website. If you have any questions about our RSHE programme, please do not hesitate to contact me.

Yours faithfully

Lucy McSweeney  
Director of Teaching and Learning