



<b>Document Title</b>	<b>MLT Relationships and Sexual Health Education (RSHE) Policy</b>
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## Summary of Changes from Previous Version

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Note/Summary of Revisions</b>
V2	December 2022	Exec	Full re-write
V3	June 2024	Exec	Minor updates e.g. key dates, review cycle
V3	March 2025	Exec	Minor updates to section 7.
V4	September 2025	Exec	Minor updates throughout. Review of 'right' to withdraw section and appendices

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## 1. AIMS AND OBJECTIVES

### AIMS

To contribute to promoting the spiritual, moral, cultural, emotional and physical development of students at the MLT Academies and to prepare students for opportunities, responsibilities and experiences of adult life.

### OBJECTIVES

- Provide a framework in which sensitive discussions can take place
- Impart an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies
- Impart an expectation of nurture, love, security and stability within family relationships
- Enable students to understand what constitutes caring and respectful friendships where trust can be fostered and understand what constitutes bullying. Understand by secondary school those behaviours which are coercive, controlling and abusive as well as sexual harassment and sexual violence
- Develop students' ability to keep themselves safe both on and offline, and to manage online relationships
- Ensure that students understand the characteristics and nuances of intimate sexual relationships including sexual health (Secondary only)
- Provide a comprehensive health education which focuses on all aspects of health including mental wellbeing, internet safety and harm, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

## 2. STATUTORY REQUIREMENTS

At Maltby Manor Academy, Maltby Redwood Academy and Ravenfield Primary Academy we teach RSHE as set out in this policy.

### PRIMARY

As a Primary Academy, we must provide relationships education to all students under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all students a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

[Keeping Children Safe in Education Guidance](#) (link inserted)

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (link inserted)

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## SECONDARY

As a Secondary Academy, we must provide RSHE to all students under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

[Keeping Children Safe in Education Guidance](#) (link inserted)

[Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) (link inserted)

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

## 3. POLICY DEVELOPMENT

This policy has been developed in consultation with staff, students and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Student consultation – we investigated what exactly students want from their RSHE
5. Ratification – once amendments were made, the policy was shared with the Chief Executive Officer and ratified.

As part of effective RSHE provision, this policy will be reviewed every year to ensure that it continues to meet the needs of students, staff and parents/carers and that it is in line with current Department for Education advice and guidance.

#### 4. DEFINITION

The Department for Education (DfE) defines Sex and Relationships Education (SRE) as: 'Learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of Personal, Social, Health and Economic education (PSHE).'

#### 5. ROLES AND RESPONSIBILITIES

##### EXECUTIVE LEADERS

To review the RSHE Policy annually to ensure that it meets the needs of all members of the Academy's community.

##### SENIOR LEADERSHIP TEAM

To ensure that all staff are familiar with the Academy's policy and guidance relating to sex education and up to date with any changes.

To communicate freely with staff, parents/carers and the Academy Education Committee (AEC) to ensure that everyone understands the policy and curriculum for sex education and that any concerns or opinions regarding provision are listened to, taken into account and acted on as is appropriate.

##### SUBJECT LEADER

To ensure that sex education is age-relevant and appropriate across all year groups.

To ensure that the knowledge and information regarding RSHE, to which all students are entitled, is provided in a comprehensive way.

To provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of sex education to students.

To provide information and guidance to parents and carers, as requested.

##### TEACHERS

To ensure the teaching team of staff are up to date with the Academy's policy and the curriculum requirements regarding sex education. Any areas that they feel are not covered or inadequately provided for should be reported back to the Subject Leader of Life Skills.

To attend and engage with relevant safeguarding training.

To encourage students to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a student comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they should follow Trust/Academy Policy and take this concern to the Safeguarding Leads.

To ensure that their personal beliefs and attitudes do not prevent them from providing balanced RSHE activities to students.

To tailor their lessons to suit all students in their class, across the whole range of abilities, including those students with special educational needs.

## STUDENTS

To be considerate of other people's feelings and beliefs. Students who regularly fail to follow these standards of behaviour will be dealt with under the Academy's Behaviour Policy.

To be encouraged and to feel comfortable enough to talk to a member of staff regarding any concerns they have relating to sex education. Staff must consult the Safeguarding Leads if there is a child protection concern, or they feel ill-equipped to deal with the issue at hand.

To provide feedback on the Academy's RSHE provision. Opinions on provision and comments will be reviewed and taken into consideration when the curriculum is prepared for the following year's students. In this way, the Academy hopes to provide students with the education they need on topics they want to learn about.

## PARENTS AND CARERS

Maltby Learning Trust believes that Relationships and Sexual Health Education is the right of every young person and encourages active participation and involvement in the curriculum. Their role is to:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- To be encouraged to seek additional support in this from the Academy where they feel it is needed.

## 6. PLANNING AND DELIVERY

The RSHE within the Maltby Learning Trust Academies is firmly embedded in the PSHE framework and will help children and young people learn to respect themselves and others and move with confidence from childhood, through puberty and into adolescence.

Primary School:	Secondary School:
<p>RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships including:</p> <ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> <li>• Online relationships</li> <li>• Being safe</li> </ul>	<p>RSHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Respectful relationships, including friendships</li> <li>• Online and media</li> <li>• Being safe</li> <li>• Intimate and sexual relationships, including sexual health</li> </ul>

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

RSHE will also be responsive to emerging societal issues, for example, vaping, harmful online content and extremism. We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

RSHE is taught by classroom teachers (and HLTA's in Primaries where specialist training has been received), sometimes supported by classroom assistants/support staff and occasionally the school nurse and other guest speakers as appropriate. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as the school nurse) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons for any follow up required. Please see **Appendix 1** for a summary of work delivered and resources used in each Key Stage. In Secondary Academies RSHE is delivered through the 'Life Skills' Curriculum in Year 7 - 11. The Life Skills Curriculum is planned around three core themes: Health and Wellbeing, Relationships and Living in the Wider World.

It is recognised that some staff may find it uncomfortable to deliver RSHE and may lack confidence when delivering sensitive issues. If this is the case, every effort will be made to provide support, either with resource materials, training or in the classroom. Staff in each Academy have expertise in this area and staff in some Academies have the PSHE CPD qualification and are available to support, train and offer advice. However, it should be recognised that the issues dealt with in this policy go far beyond the explanation of 'growing up' and as such are taught in every area of the curriculum – all staff should have an awareness of how to raise awareness of the key issues discussed here.

## INCLUSIVITY

We will teach about these topics in a manner that:

- Considers how a diverse range of students will relate to them
- Is sensitive to all students' experiences
- During lessons, makes students feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

Make sure that students learn about these topics in an environment that is appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed.

SEND Accessibility: Provision will be differentiated and adapted to meet the needs of students with SEND and vulnerable learners, with reasonable adjustments made to ensure accessibility.

## USE OF RESOURCES

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE Guidance
- Would support students in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our students
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to students' experiences and won't provoke distress

It is recognised that there may be occasions when it is felt more appropriate to deliver aspects of the work in single gender groups. The same curricular content will be delivered to both boys and girls when this occurs.

A variety of teaching strategies are used in this area of the curriculum. This includes group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc.

It is important for staff teaching this area of the curriculum to make good use of the teaching strategies suggested in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education '(2020).

RSHE is monitored through inspection of teachers' short-term planning and learning walks and it is evaluated through discussion with teachers, parents/carers and students and end of unit evaluation sheets.

This area of the curriculum is constantly under review as a result of feedback from students and staff involved in the teaching.

There is recognition within each MLT Academy that there are different values, arising not only from religion but also from social circumstances and upbringing. Teachers need to be sensitive to these issues and take into account a variety of different value bases when planning and delivering this programme of work.

## WIDER CURRICULUM

RSHE is also delivered through elements of the wider curriculum.

Secondary only:

Biological aspects of RSHE are taught within the Science curriculum; moral issues relating to marriage, faithfulness, sexuality, fertility treatments, domestic abuse and divorce are considered in RS lessons; online protection issues are explored through Computing lessons; and in Y10-11 students refresh their knowledge about consent law, contraception and sexual health, again through RS lessons.

## ASSEMBLY PROVISION

Specifically focused assemblies explore issues related to pressure, consent, the effects of alcohol and illegal drugs, and healthy relationships. This enables broad themes to be highlighted in an age-appropriate way with all children which can then be followed up by teachers in classrooms.

## TUTOR TIME PROVISION – SECONDARY ONLY

The Academy's Y7-11 programme of tutor provision including the tutor programme, Votes for Schools, Character Education and assemblies also enhance the RSHE provision. Issues relating to pressure, consent, the effects of alcohol and illegal drugs are just some of those explored through this curriculum. Provision is made for students to discuss issues raised in smaller groups.

## GUEST SPEAKERS/TEACHERS

We also invite guest speakers to talk on issues related to sex and relationships. It is our experience that certain subjects are better received when delivered by an expert or experienced health professionals (such as NHS commissioned professions and the school nurse teams) who can challenge students' knowledge and perceptions. A teacher is always present during these lessons.

## 7. USE OF EXTERNAL ORGANISATIONS AND MATERIALS

We will make sure that any external agencies and materials used are appropriate and in line with our legal duties around political impartiality.

The Academy remains responsible for what is said to students. This includes making sure that any speakers, tools and resources used do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
  - Are age-appropriate

- Are in line with students' developmental stage and sensitive to student experiences
  - Factually accurate
  - Evidence based
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with, particularly if they haven't previously worked with the Academy
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed.
  - Ask to see in advance any materials that the agency may use. Consult with IT technicians if any files appear too large for transfer, in order to find a resolution
  - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people, including supervision around the site
  - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers.

We **will not**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme.

## 8. VALUES FRAMEWORK

RSHE is supported by each Academy's wider curriculum for Personal, Social and Health Education. In this way, each Academy can ensure that students:

- Receive their RSHE in the wider context of relationships
- Are prepared for the opportunities, responsibilities and experiences of adult life.

MLT believes that RSHE:

- Is an integral part of a lifelong learning process, beginning in early childhood and continuing into adult life
- Is an entitlement for all students irrespective of gender, sexuality, ethnicity, special needs, culture, faith or religious tradition
- Should foster self-esteem, self-awareness, a sense of moral responsibility, and the confidence and ability to resist unwanted sexual experience, exploitation and abuse
- Should be mindful of student's earlier experiences
- Should provide consistent messages
- Should be continuous and progressive
- Should provide opportunity for discussion and clarification around values and attitudes
- Should provide accurate, unbiased information.

Teachers and all those contributing to RSHE must work within this agreed values framework, which is in line with current legislation and Government guidance, irrespective of their personal feelings and beliefs.

The underlying values which underpin the whole of this work are based on respect for others, the development of positive relationships, and personal choice. The right of children and young people to have balanced, factual information and the need to have an opportunity to discuss issues in a safe and supportive environment are the cornerstones of the programme.

It is hoped that the curriculum will promote self-esteem and emotional well-being and will help students to form and maintain worthwhile and satisfying relationships both on and offline, based on respect for themselves and for others, at home, school, work and in the community.

It will meet the needs of everyone; boys as well as girls, those with physical, learning or emotional disabilities, those with a religious or faith tradition, whatever their culture and whatever their developing sexuality.

RSHE is delivered in a safe, supportive environment where students feel able to discuss sensitive issues in an honest, open forum. When dealing with questions teachers should establish clear parameters of what is appropriate and inappropriate in a whole class setting. Questions which students ask will be answered honestly and openly in line with the Academy's aim of giving knowledge and information appropriate to the developmental age of the student and in line with 'Relationships Education, Relationships and Sex Education (RSHE) and Health Education '(2020). (See Section 8 – Guidance for teachers).

## 9. GUIDANCE FOR TEACHERS

Each Academy must make sure that the needs of all students are met. Children and young people, whatever their developing sexuality, need to feel that RSHE is relevant to them and sensitive to their needs. Teachers can and should deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support.

The issue of sexual orientation is one that will feature in discussions about sexuality. When it does arise, teachers should deal with the subject honestly and sensitively, giving age-appropriate objective information, allowing balanced discussion, and challenging homophobic comments.

Teachers need to be aware that effective RSHE, which brings an understanding of what is and what is not acceptable in a relationship, can lead to disclosure of a child protection issue. Disclosures from students may take place at any time. If the student is comfortable to disclose, this should not be discouraged – unless this is in a place/at a time which could make the young person vulnerable to breaking confidence (e.g. In front of a class). If this happens, the teacher should sensitively suggest the young person talks to them or refer to another adult. This MUST then happen, individually with the student, as soon as possible but definitely before the end of the Academy day. Staff should follow the Academy's child protection procedures, should this arise and record the disclosure on the cause for concern forms and immediately inform the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.

## TEACHING STRATEGIES

A variety of teaching strategies should be used to enhance this area of work. These should include the early setting of ground rules, the use of distancing techniques, pre-arranged ways of dealing with questions and time for reflection. Such strategies will create a safe learning environment for staff and students alike.

There are 3 elements of good relationships, sex and health education and these are interdependent. They are:

- Values, attitudes and beliefs
- Personal and social skills
- Acquiring and understanding accurate, unbiased knowledge.

Knowledge alone will not promote sexual and emotional health and well-being. A proper consideration of values, attitudes and beliefs is closely related to the development of personal and social skills and to acquiring and understanding accurate information.

Within the context of talking about relationships, students will be taught about the nature and importance of marriage for family life and the bringing up of children but will understand that there are strong and mutually supportive relationships outside of marriage. They will have the opportunity to talk about feelings, values and attitudes, and will learn how to have respect for themselves and others, and how to understand and appreciate difference.

It is important that the personal beliefs and attitudes of teachers will not influence the teaching of RSHE within the Lifeskills framework (Secondary Academies) or primary curriculum. Teachers and all those contributing to RSHE must work within an agreed values framework as described in the Academy's policy, which is in line with current legislation and government guidance.

It is acknowledged that RSHE deals with some very sensitive issues, but the following points are very important:

- Correct terminology should be used when naming body parts, whilst recognising that there are 'pet' or 'family' words that may be used at home.
- Both boys and girls will need to be prepared for puberty before the onset of puberty. (This may include issues such as wet dreams and menstruation).
- The issue of masturbation may arise. Appropriate questions will be answered honestly and openly, but whether this is in front of a class or on an individual basis will be decided dependent on the situation.

## 10. PARENTAL ENGAGEMENT

Maltby Learning Trust believes that Relationships and Sexual Health Education is the right of every student and encourages active participation and involvement in the curriculum.

Our expectations of parental engagement are:

- To share responsibility for sex education and support their children's personal, social and emotional development.
- To be encouraged to create an open home environment where students can engage, discuss and continue to learn about matters that have been raised through RSHE activities.
- To be vigilant and responsive to concerns relating to inappropriate material available or viewed online.
- To seek additional support in this from the Academy where they feel it is needed.

However, parents/carers do have the right to withdraw their child from some parts of the programme, excluding the DfE Science curriculum which includes human development, reproduction and healthy bodies. Any parent/carer wishing to exercise that right should initially contact the Principal of the Academy to discuss the matter. How provision will be made for their children will be negotiated on an individual basis, dependent on the needs of each child.

It is possible that the teaching of apparently unrelated topics will occasionally lead to a discussion of aspects of sexual behaviour outside of the 'taught' course. Provided that such discussion is relatively limited and set within the context of the subject concerned, it will not necessarily constitute part of 'sex and relationships education'.

In such a case, particularly where it involves students whose parents/carers have asked for them to be withdrawn, teachers will need to balance the need to give proper attention to relative issues.

## 11. PARENTS' RIGHT TO WITHDRAW

### General Principles

- The Academy aims to keep parents/carers informed about all aspects of the RSHE curriculum and urges them to read this policy.
- Academies will always meet with parents/carers to discuss any request to withdraw, ensuring they are clear on which elements of the curriculum are statutory and cannot be withdrawn from, the potential benefits of participation, and the possible implications of withdrawal.
- Any parents/carers wishing to withdraw children in their care from sex education should contact the Principal (Primary School) or Lifeskills Subject Leader (Secondary School), who will discuss their concerns with them. Sex education is a vital part of the Academy's Lifeskills curriculum and of keeping children safe, and we urge parents/carers to carefully consider their decision before withdrawing children in their care from this aspect of their education.
- All requests and outcomes will be documented by the Academy.
- Regardless of withdrawal, students will continue to receive teaching in **Relationships Education, Health Education, and statutory Science**, which are essential for safeguarding and wellbeing.

## Right to Withdraw

### Primary Schools

- Parents/carers **cannot withdraw** their child from **Relationships Education** or from **Health Education**, as these subjects are statutory for all primary-aged pupils.
- Parents/carers **also cannot withdraw** their child from any elements of the **National Curriculum for Science**, including content on the human body, puberty, or reproduction in plants and animals.
- Where a primary school chooses to teach **Sex Education** (beyond the statutory science curriculum), parents/carers **have the right to request withdrawal** from some or all of those lessons.
- Principals in primary schools must **grant such withdrawal requests automatically**.
- Schools will work in partnership with parents/carers to support them in talking to their children about these topics at home and will ensure that parents/carers are consulted and informed in advance of what is being taught.

### Secondary Schools

- Parents/carers **cannot withdraw** their child from **Relationships Education** or from **Health Education**, as these are statutory requirements.
- Parents/carers **also cannot withdraw** their child from statutory content taught in the **National Curriculum for Science**, including human reproduction and puberty.
- Parents/carers **can request withdrawal** from some or all of **Sex Education** delivered as part of statutory RSE.
- In secondary schools, the Principal will normally grant withdrawal requests. However, the July 2025 statutory guidance makes clear that in **exceptional safeguarding circumstances** or where there are specific vulnerabilities, a Principal may **refuse withdrawal** in the best interests of the child.
- Students themselves have the right to **opt back into Sex Education from three terms before their 16th birthday**, even if previously withdrawn by their parents/carers. Schools must ensure students are aware of this right.
- If a student is withdrawn from Sex Education, schools will provide **purposeful, alternative education** during this time.

## 12. TRAINING

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the Academy, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## 13. MONITORING

The delivery of RSHE is monitored by the Principal through a robust series of quality assurance activities, including curriculum deep dives, line management meetings, learning walks and work scrutinises.

Students' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Executive Leadership Team every year. At every review, the policy will be approved by the Chief Executive Officer.

## 14. GUIDANCE DOCUMENTS:

*Understanding Relationships and Health Education in your child's **Primary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education – a guide for primary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

*Understanding Relationships and Health Education in your child's **Secondary** school: a guide for parents/carers*

[Understanding Relationships, Sex and Health Education - a guide for secondary school parents \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

PSHE Association Programme of Study for PSHE Education Key Stages 1-5  
[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Equality Act 2010. (To ensure SRE is taught in the context of current relevant legislation)

[SRE for the 21st Century - FINAL.pdf.pdf \(pshe-association.org.uk\)](https://www.pshe-association.org.uk)

'Working in Partnership – Visitors Policy', South Yorkshire Healthy Schools.

[Home | sexeducationforum.org.uk](http://sexeducationforum.org.uk)

## APPENDIX 1 – THE TAUGHT CURRICULUM FOR THE SECONDARY PHASE

### OVERVIEW OF THE RSHE CURRICULUM

All MLT Primary Academies use the Rotherham RSHE Scheme as the basis for the delivery of our RSHE curriculum at our academy, this is supplemented by the KAPOW RHSE scheme, which teachers use of resources while maintaining the structure of the Rotherham approach. This scheme identifies key strands which support children's emotional development as they progress through our schools. The learning outcomes for each strand explain what children will know at the end of the programme of study.

<i>Progression of skills and knowledge</i>			<b>Families and relationships</b>			
<b>Sub-strand</b>	<b>EYFS (Reception)</b>		<b>Year 1</b>		<b>Year 2</b>	
	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>
<b>Family</b>	<p>Learning how to talk about our families and discussing why we love them.</p> <p>Talking about people that hold a special place in my life.</p>	<p>To name and describe the different members of our families.</p> <p>To understand that all families are valuable and special.</p>	<p>Exploring how families are different to each other.</p>	<p>To understand that families look after us.</p> <p>To know some words to describe how people are related (eg. aunty, cousin).</p> <p>To know that some information about me and my family is personal.</p>	<p>Understanding ways to show respect for different families.</p> <p>Understanding that families offer love, care and support.</p>	<p>To know that families can be made up of different people.</p> <p>To know that families may be different to my family.</p>
<b>Friendships</b>	<p>Developing strategies to help when sharing with others.</p> <p>Exploring what makes a good friend.</p>	<p>To know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p>	<p>To understand some characteristics of a positive friendship.</p> <p>To understand that friendships can have problems but that these can be overcome.</p>	<p>Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>To know some problems which might happen in friendships.</p> <p>To understand that some problems in friendships might be more serious and need addressing.</p>
<b>Respectful relationships</b>	<p>Thinking about what it means to be a valued person.</p> <p>Exploring the differences between us that make each person unique.</p> <p>Considering the perspectives and feelings of others.</p> <p>Learning to work as a member of a team.</p> <p>Developing listening skills.</p>	<p>To understand that different people like different things.</p> <p>To understand that all people are valuable.</p> <p>To know that it is important to help, listen and support others when working as a team.</p> <p>To know that it is important to tell the truth.</p>	<p>Recognising how other people show their feelings.</p> <p>Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Learning how other people show their feelings and how to respond to them.</p> <p>Exploring the conventions of manners in different situations.</p>	<p>To understand some ways people show their feelings.</p> <p>To understand what good manners are.</p> <p>To understand some stereotypes related to jobs.</p>
<b>Change and loss</b>	N/A	N/A	N/A	N/A	Exploring how loss and change can affect us.	To know that there are ways we can remember people or events.

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Learning that problems can occur in families and that there is help available if needed.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.	Using respectful language to discuss different families.	To know that families are varied in the UK and across the world.
<b>Friendships</b>	Exploring ways to resolve friendship problems.  Developing an understanding of the impact of bullying and what to do if bullying occurs.	To know that bullying can be physical or verbal.  To know that bullying is repeated, not a one off event.  To know that violence is never the right way to solve a friendship problem	Exploring physical and emotional boundaries in friendships.	To understand the different roles related to bullying including victim, bully and bystander.  To understand that everyone has the right to decide what happens to their body.
<b>Respectful relationships</b>	Identifying who I can trust.  Learning about the effects of non verbal communication.  Exploring the negative impact of stereotyping.	To know that trust is being able to rely on someone and it is an important part of relationships.  To know the signs of a good listener.  To understand how to listen carefully and why listening is important.  To understand that there are similarities and differences between people.  To understand some stereotypes related to age.	Exploring how my actions and behaviour can affect other people.	To understand the courtesy and manners which are expected in different scenarios.  To understand some stereotypes related to disability.
<b>Change and loss</b>	N/A	N/A	Discussing how to help someone who has experienced a bereavement.	To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Family</b>	Identifying ways families might make children feel unhappy or unsafe.	To know that marriage is a legal commitment and is a choice people can make.  To know that if I have a problem, I can call ChildLine on 0800 1111.	N/A	N/A
<b>Friendships</b>	Exploring the impact that bullying might have.  Exploring issues which might be encountered in friendships and how these might impact the friendship.	To know what attributes and skills make a good friend.  To understand what might lead to someone bullying others.  To know what action a bystander can take when they see bullying.	Identifying ways to resolve conflict through negotiation and compromise.	To know that a conflict is a disagreement or argument and can occur in friendships.  To understand the concepts of negotiation and compromise.
<b>Respectful relationships</b>	Exploring and questioning the assumptions we make about people based on how they look.  Exploring our positive attributes and being proud of these (self-respect).	To understand that positive attributes are the good qualities that someone has.  To know that stereotypes can be unfair, negative and destructive.  To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Discussing how and why respect is an important part of relationships.  Identifying ways to challenge stereotypes.	To understand what respect is.  To understand that everyone deserves respect but respect can be lost.  To understand that stereotypes can lead to bullying and discrimination.
<b>Change and loss</b>	N/A	N/A	Exploring the process of grief and understanding that it is different for different people.	To understand that loss and change can cause a range of emotions.  To know that grief is the process people go through when someone close to them dies.

*Progression of skills and knowledge*

**Health and wellbeing**

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing ways that we can take care of ourselves.	To know that having a naturally colourful diet is one way to try and eat healthily,	Learning how to wash my hands properly.  Learning how to deal with an allergic reaction.	To understand we can limit the spread of germs by having good hand hygiene.  To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.  To know that certain foods and other things can cause allergic reactions in some people.	Exploring the effect that food and drink can have on my teeth.	To know that food and drinks with lots of sugar are bad for our teeth.
<b>Physical health and wellbeing</b>	Exploring how exercise affects different parts of the body.	To know that exercise means moving our body and is important.  To know that yoga can help our bodies and minds relax,	Exploring positive sleep habits.  Exploring two different methods of relaxation: progressive muscle relaxation and laughter.  Exploring health-related jobs and people who help look after our health.	To know that sleep helps my body to repair itself, to grow and restores my energy.	Exploring some of the benefits of exercise on body and mind.  Exploring some of the benefits of a healthy balanced diet.  Suggesting how to improve an unbalanced meal.  Learning breathing exercises to aid relaxation.	To explain the importance of exercise to stay healthy.  To understand the balance of foods we need to keep healthy.  To know that breathing techniques can be a useful strategy to relax.
<b>Mental wellbeing</b>	Identifying how characters within a story may be feeling.  Identifying and expressing my own feelings.  Exploring coping strategies to help regulate emotions.  Exploring different facial expressions and identifying the different feelings they can represent.  Exploring ways to moderate behaviour, socially and emotionally.  Coping with challenge when problem solving.	To name some different feelings and emotions.  To know that I am a valuable individual.  To know that facial expressions can give us clues as to how a person is feeling.  To know that I can learn from my mistakes.  To know some strategies to calm down.	Identifying personal strengths and qualities.  Identifying different ways to manage feelings.	To know that strengths are things we are good at.  To know that qualities describe what we are like.  To know the words to describe some positive and negative emotions.	Exploring strategies to manage different emotions.  Developing empathy.  Identifying personal goals and how to work towards them.  Exploring the need for perseverance and developing a growth mindset.  Developing an understanding of self respect.	To know that we can feel more than one emotion at a time.  To know that a growth mindset means being positive about challenges and finding ways to overcome them.

*Progression of skills and knowledge*

**Health and wellbeing**

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Discussing why it is important to look after my teeth.	To understand ways to prevent tooth decay.	Developing independence in looking after my teeth.	To know key facts about dental health.
<b>Physical health and wellbeing</b>	<p>Learning stretches which can be used for relaxation.</p> <p>Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>To understand the positive impact relaxation can have on the body.</p> <p>To know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>Identifying what makes me feel calm and relaxed.</p> <p>Learning visualisation as a tool to aid relaxation.</p>	To know that visualisation means creating an image in our heads.
<b>Mental wellbeing</b>	<p>Exploring my own identity through the groups I belong to.</p> <p>Identifying my strengths and exploring how I use them to help others.</p> <p>Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>To understand the importance of belonging.</p> <p>To understand what being lonely means and that it is not the same as being alone.</p> <p>To understand what a problem or barrier is and that these can be overcome.</p>	<p>Exploring how my skills can be used to undertake certain jobs.</p> <p>Explore ways we can make ourselves feel happy or happier.</p> <p>Developing the ability to appreciate the emotions of others in different situations.</p> <p>Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Developing a growth mindset.</p>	<p>To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>To know that it is normal to experience a range of emotions.</p> <p>To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>To understand that mistakes can help us to learn.</p> <p>To know who can help if we are worried about our own or other people's mental health.</p>

*Progression of skills and knowledge*

**Health and wellbeing**

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Health and prevention</b>	Developing independence for protecting myself in the sun.	To understand the risks of sun exposure.	Considering ways to prevent illness.  Identifying some actions to take if I am worried about my health or my friends' health.	To understand that vaccinations can give us protection against disease.  To know that changes in the body could be possible signs of illness.
<b>Physical health and wellbeing</b>	Understanding the relationship between stress and relaxation.  Considering calories and food groups to plan healthy meals.  Developing greater responsibility for ensuring good quality sleep.	To know that relaxation stretches can help us to relax and de-stress.  To know that calories are the unit that we use to measure the amount of energy certain foods give us.  To know that what we do before bed can affect our sleep quality.	Identifying a range of relaxation strategies and situations in which they would be useful.  Exploring ways to maintain good habits.  Setting achievable goals for a healthy lifestyle.	To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).  To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.
<b>Mental wellbeing</b>	Taking responsibility for my own feelings.	To understand what can cause stress.  To understand that failure is an important part of success.	Exploring my personal qualities and how to build on them.  Developing strategies for being resilient in challenging situations.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).  To know the effects technology can have on mental health.

*Progression of skills and knowledge*

**Safety and the changing body**

Sub-strand	EYFS (Reception)		Year 1		Year 2	
	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Considering why it is important to follow rules.</p> <p>Exploring what it means to be a safe pedestrian.</p>	<p>To know that some rules are in place to keep us safe.</p> <p>To know how to behave safely on the pavement and when crossing roads with an adult.</p>	<p>Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p>	<p>To know that some types of physical contact are never appropriate.</p> <p>To know what to do if I get lost.</p> <p>To know that a hazard is something which could cause an accident or injury.</p>	<p>Discussing the concept of privacy.</p> <p>Exploring ways to stay safe online.</p> <p>Learning how to behave safely near the road and when crossing the road.</p>	<p>To know the PANTS rule.</p> <p>To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>To understand the difference between secrets and surprises.</p> <p>To know the rules for crossing the road safely.</p>
<b>Drugs, alcohol and tobacco</b>	N/A	N/A	<p>Learning what is and is not safe to put in or on our bodies.</p>	<p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p>	<p>Exploring what people can do to feel better when they are ill.</p> <p>Learning how to be safe around medicines.</p>	<p>To know that medicine can help us when we are ill.</p> <p>To understand that we should only take medicines when a trusted adult says we can.</p>
<b>The changing adolescent body</b>	N/A	N/A	N/A	N/A	N/A	<p>To know the names of parts of my body including private parts.</p>
<b>Basic first aid</b>	N/A	N/A	<p>Practising making an emergency phone call.</p>	<p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>To know that the emergency services are the police, fire service and the ambulance service.</p>	N/A	N/A

*Progression of skills and knowledge*

**Safety and the changing body**

Sub-strand	Year 3		Year 4	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	<p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Identifying things people might do near roads which are unsafe.</p> <p>Beginning to recognise unsafe digital content.</p>	<p>To understand that cyberbullying is bullying which takes place online.</p> <p>To know the signs that an email might be fake.</p> <p>To know the rules for being safe near roads.</p>	<p>Discussing how to seek help if I need to.</p> <p>Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Learning about the benefits and risks of sharing information online.</p>	<p>To understand that there are risks to sharing things online.</p> <p>To know the difference between private and public.</p>
<b>Drugs, alcohol and tobacco</b>	<p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Exploring choices and decisions that I can make.</p>	<p>To understand that other people can influence our choices.</p>	<p>Discussing the benefits of being a non-smoker.</p>	<p>To understand the risks associated with smoking tobacco.</p>
<b>The changing adolescent body</b>	N/A	N/A	<p>Discussing some physical and emotional changes during puberty.</p>	<p>To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
<b>Basic first aid</b>	<p>Learning what to do in a medical emergency, including calling the emergency services.</p>	<p>To know that bites or stings can sometimes cause an allergic reaction.</p> <p>To know that it is important to maintain the safety of myself and others, before giving first aid.</p>	<p>Learning how to help someone who is having an asthma attack.</p>	<p>To know that asthma is a condition which causes the airways to narrow.</p>

Sub-strand	Year 5		Year 6	
	Skills	Knowledge	Skills	Knowledge
<b>Being safe (including online)</b>	Developing an understanding of how to ensure relationships online are safe.	To know the steps to take before sending a message online (using the THINK mnemonic).  To know some of the possible risks online.	Developing an understanding about the reliability of online information.  Exploring online relationships including dealing with problems.	To understand that online relationships should be treated in the same way as face to face relationships.  To know where to get help with online problems.
<b>Drugs, alcohol and tobacco</b>	Learning to make 'for' and 'against' arguments to help with decision making.	To know some strategies I can use to overcome pressure from others and make my own decisions.	Discussing the reasons why adults may or may not drink alcohol.	To understand the risks associated with drinking alcohol.
<b>The changing adolescent body</b>	Learning about the emotional changes during puberty.  Identifying reliable sources of help with puberty.	To understand the process of the menstrual cycle.  To know the names of the external sexual parts of the body and the internal reproductive organs.  To know that puberty happens at different ages for different people.	Discussing problems which might be encountered during puberty and using knowledge to help.	To understand how a baby is conceived and develops.
<b>Basic first aid</b>	Learning about how to help someone who is bleeding.	To know how to assess a casualty's condition.	Learning how to help someone who is choking.  Placing an unresponsive patient into the recovery position.	To know how to conduct a primary survey (using DRSABC).

*Progression of skills and knowledge*

**Citizenship**

EYFS (Reception)		Year 1		Year 2	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Beginning to understand why rules are important in school.	<p>To know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>To understand that we all have similarities and differences and that make us special.</p> <p>To know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p>To know the rules in school.</p> <p>To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<p>Explaining why rules are in place in different settings.</p> <p>Identifying positives and negatives about the school environment.</p> <p>Learning how to discuss issues of concern to me.</p> <p>Recognising the importance of looking after the school environment.</p> <p>Identifying ways to help look after the school environment.</p> <p>Recognising the contribution people make to the local community.</p>	<p>To know some of the different places where rules apply.</p> <p>To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>To know some of the jobs people do to look after the environment in school and the local community.</p> <p>To understand how democracy works in school through the school council.</p> <p>To understand that different groups of people make different contributions to the community.</p>

## Progression of skills and knowledge

## Citizenship

Year 3		Year 4	
<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>
<p>Exploring how children's rights help them and other children.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Identifying local community groups and discussing how these support the community.</p>	<p>To understand the UN Convention on the Rights of the Child.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors.</p> <p>To understand some of the consequences of breaking rules.</p> <p>To understand the role of charities in the community.</p>	<p>Discussing how we can help to protect human rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Identifying the benefits different groups bring to the local community.</p> <p>Discussing the positives diversity brings to a community.</p>	<p>To know that human rights are specific rights that apply to all people.</p> <p>To know some of the people who protect our human rights such as police, judges and politicians.</p> <p>To know that reusing items is of benefit to the environment.</p> <p>To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>To know that there are a number of groups which make up the local community.</p>
Year 5		Year 6	
<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>
<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Discussing how rights and responsibilities link.</p> <p>Exploring the right to a freedom of expression.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work.</p> <p>Identifying ways people can bring about change in society.</p>	<p>To know what happens when someone breaks the law.</p> <p>To understand the waste hierarchy.</p> <p>To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.</p> <p>To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.</p> <p>To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.</p>	<p>Learning about environmental issues relating to food.</p> <p>Discussing how education and other human rights protect us.</p> <p>Identifying causes which are important to us.</p> <p>Discussing how people can influence what happens in parliament.</p> <p>Discussing ways to challenge prejudice and discrimination.</p> <p>Identifying appropriate ways to share views and ideas with others.</p>	<p>To know that education is an important human right.</p> <p>To know that our food choices can affect the environment.</p> <p>To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.</p> <p>To know that prejudice is making assumptions about someone based on certain information.</p> <p>To know that discrimination is treating someone differently because of certain factors.</p>

## Progression of skills and knowledge

## Economic wellbeing

Year 1		Year 2		Year 3	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Exploring how money is used by people.</p> <p>Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p> <p>Listening to descriptions of professions.</p> <p>Thinking about questions they would like to ask others about their job.</p> <p>Describing what different people do in their jobs.</p>	<p>To know that people use money to buy things, including things they need and things they want.</p> <p>To know that coins and notes are types of money and have different values.</p> <p>To know that notes are higher in value than coins.</p> <p>To know that it is wrong to steal money.</p> <p>To know that money is valuable and needs to be looked after.</p> <p>To know that money should be stored in a safe place to keep it secure and should not be displayed in public places.</p> <p>To know that they should not show or give money to strangers.</p> <p>To know that they can ask adults they know and trust about money and where to store it safely.</p> <p>To know that banks are places where we can store our money.</p> <p>To know adults have jobs to help others and to earn money.</p> <p>To know that skills are things that we can do well and that everyone has different skills.</p> <p>To know that different jobs need different skills.</p>	<p>Explaining adult money sources.</p> <p>Identifying whether something is a want or need.</p> <p>Comparing and contrasting 'wants' and 'needs'.</p> <p>Identifying the main features of bank account cards.</p> <p>Exploring personal skills and talents.</p> <p>Exploring the reasons why people choose certain jobs.</p> <p>Identifying some ways to make an environment inclusive and fair.</p> <p>Reflecting on the importance of individuality and diversity.</p>	<p>To know that many adults earn money by having a job.</p> <p>To know some basic needs for survival, such as food, water and shelter.</p> <p>To know that a bank account is like a special place in a bank that keeps money safe until it is needed.</p> <p>To know that a bank account card is like a special key that unlocks a bank account to access the money inside.</p> <p>To know that saving money is when we keep some money and don't spend it straight away.</p> <p>To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.</p>	<p>Considering pros and cons of payment methods.</p> <p>Contemplating budgeting benefits.</p> <p>Planning and calculating within a budget.</p> <p>Discussing attitudes and feelings about money.</p> <p>Developing empathy in financial situations.</p> <p>Handling negative financial emotions.</p> <p>Making ethical spending decisions.</p> <p>Assessing impact of spending choices.</p> <p>Reflecting on future job based on goals.</p> <p>Challenging and understanding workplace stereotypes.</p> <p>Ranking factors influencing job choices.</p>	<p>To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.</p> <p>To know that spending should be based on necessity, importance, and available budget.</p> <p>To know that budgeting is planning how to spend and save the money that you have available.</p> <p>To know that money can cause us to have positive and negative feelings.</p> <p>To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet.</p> <p>To know that different jobs contribute to our society in different ways.</p> <p>To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics.</p> <p>To know that it is important to consider what they are good at and enjoy doing when choosing future careers.</p> <p>To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.</p>

## Progression of skills and knowledge

## Economic wellbeing

Year 4		Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
<p>Recognising value for money.</p> <p>Understanding differing opinions on spending.</p> <p>Recognising how to track money spent and saved.</p> <p>Understanding reasons for using a bank.</p> <p>Exploring how to safeguard money effectively.</p> <p>Identifying influences on job choices.</p> <p>Understanding careers can change.</p> <p>Challenging workplace stereotypes.</p>	<p>To know that getting value for money involves considering the cost, usefulness and quality of items.</p> <p>To know that purchases can be influenced by needs, wants, peer pressure, and advertising.</p> <p>To know that people often earn interest when they keep savings in a bank account.</p> <p>To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them.</p> <p>To know that people often change jobs or careers multiple times in their lives.</p> <p>To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.</p>	<p>Discussing money risks and management.</p> <p>Making and prioritising budgets.</p> <p>Discussing money's role in career choices.</p> <p>Assessing loan and borrowing responsibilities and suitability.</p> <p>Implementing money safeguarding strategies.</p> <p>Navigating emotional implications in financial situations.</p> <p>Seeking guidance for financial dilemmas.</p> <p>Integrating factors to inform career decisions.</p>	<p>To know that being 'in debt' or 'having debt' means that you have spent more money than you have and owe money to others or the bank.</p> <p>To know the difference between money earned (income) and money spent (expenditure).</p> <p>To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest.</p> <p>To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money.</p> <p>To know that they should be cautious about sharing financial information.</p> <p>To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want.</p> <p>To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities.</p> <p>To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.</p>	<p>Developing emotional intelligence related to financial matters.</p> <p>Applying coping strategies for managing financial emotions.</p> <p>Assessing risks in both physical and digital financial environments.</p> <p>Implementing safeguarding measures for money in real-world scenarios.</p> <p>Adapting to financial changes associated with transitioning to secondary school.</p> <p>Preparing personally for financial and career changes in secondary school.</p> <p>Identifying different forms of gambling and understanding their risks.</p> <p>Applying responsible gambling attitudes in real-world situations.</p> <p>Recognising various workplace environments and their characteristics.</p> <p>Identifying career options in multiple sectors.</p> <p>Evaluating the suitability of different career paths.</p> <p>Aligning career options with personal interests and strengths.</p>	<p>To know that our emotions can be linked to money.</p> <p>To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information.</p> <p>To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others.</p> <p>To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities.</p> <p>To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money.</p> <p>To know that gambling can cause people to lose a lot of money and can be very addictive.</p> <p>To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.</p>

*Progression of skills and knowledge*

**Identity**

**Year 6 only**

<b>Skills</b>	<b>Knowledge</b>
<p>Discussing the factors that make our 'identity'.</p> <p>Recognising the difference between how we see ourselves and how others see us.</p> <p>Exploring how the media might influence our identity.</p>	<p>To know that identity is the way we see ourselves and also how other people see us.</p>

*Progression of skills and knowledge*

**Transition**

<b>Year 1</b>		<b>Year 2</b>		<b>Year 3</b>	
<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>
<p>Recognising our own strengths.</p>	<p>To understand that changes can be both positive and negative.</p>	<p>Identifying people who can help us when we are worried about changes.</p>	<p>To understand that change is part of life.</p>	<p>Learning strategies to deal with change.</p>	<p>To understand that change often brings about more opportunities and responsibilities.</p>
<b>Year 4</b>		<b>Year 5</b>		<b>Year 6</b>	
<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Knowledge</b>
<p>Recognising our own achievements.</p> <p>Being able to set goals.</p>	<p>To know that setting goals can help us to achieve what we want.</p>	<p>Recognising own skills and how these can be developed.</p>	<p>To understand the skills needed for roles in school.</p>	<p>Exploring a greater range of strategies to deal with feelings associated with change.</p>	<p>To know that a big change can bring opportunities but also worries.</p>

This page shows recent updates that have been made to this document.

<b>Date</b>	<b>Update</b>
26.07.22	Knowledge statement removed on p.12 to reflect changes to lessons in Identity unit.
31.01.23	Addition of EYFS: Reception statements.
15.01.24	Updated the Economic wellbeing knowledge and skills statements (p. 15-16) to reflect the refreshed units on the website.
04.04.24	Updated colouring to match other subjects (Knowledge- grey, skills-white).

## APPENDIX 2 - SUGGESTED TEXTS

We use a range of different books, both storybooks and factual books to help students understand and empathise with the issues we discuss in RHSE. These are a selection of the books we use:

	EYFS Nursery	EYFS Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Cultural Diversity</b>	So much Maisie's scrapbook Astro girl Lulu's first day Hats of faith Shu Lin's grandpa The Jasmine sneeze The Colour Monster My name is not refugee		Look up Amy Wu and the perfect Bao Hair love Billy and the beast Polonius Lailah's lunchbox Kasaia's surprise		Sam Wu is not afraid of ghosts Anisha accidental detective Ellie and the cat Cookie Planet Omar The lost Homework Mayhem Mission The proudest blue No 1 car spotter		High rise mystery Amari and the night brothers The tigers in the tower Dragon Mountain Front Desk Agent Zaiba investigates What Lexie did	
<b>Neurodiversity &amp; Physical disabilities</b>	Loud! A friend for Henry Isaac and his amazing Asperger Superpowers! Susan laughs Specs for Rex Can bears ski? The itchy-saurus One in 1000		Me and my sister Pablo and the noisy party Leo and the octopus Mermaid Rescue & Jessica Amazing What happened to you? The patch Eliot, midnight superhero		Double Felix Runaway Robot Gracie Fairshaw and the mysterious guest Harper and the scarlet umbrella Mark Spark in the dark Max and the millions FA The reading Game A dog called Flow Rainbow Grey Lizzie Zipmouth Perfect Jim's Lion		Show us who you are Wonder The war that saved my life El Deafo Running on Empty Check mates The bubble boy Pig Heart Boy A story about cancer Ella on the outside A dangerous game	
<b>Different types of family</b>	My daddies Love makes a family Two homes It's a no-money day		Milo imagines the world The blanket bears My Daddies We are family My daddy is going away		Me & Mr P Ruby's star The suitcase kid The accidental diary of a bug Sona Sharma very best big sister Mum's jumper		Just call me spaghetti hoop boy Patina The perfect parent project The secrets of Sam & Sam The incredible record smashers	
<b>Real life heroes</b>	Baby young, gifted and black One hundred steps Frida Kahlo		Stevie Wonder I am Helen Keller Splash A boy and a jaguar The girl who thought in pictures		Emmanuel's dream I am not a label Stephen Hawkin – without imperfection, neither you nor I would exist Young, gifted and black Frida Kahlo and her anamalitos		I am not a label Just like me Amazing women of the middle east Perfectly imperfect	

## APPENDIX 3 - RESOURCES USED WITHIN THE RSHE CURRICULUM

The Rotherham Healthy Schools Scheme of Work for PSHE and Citizenship – Primary Phase (updated version 2020):

- Living & growing DVD
- Rollercoaster
- Lit-lets samples and literature.
- CHIPS resources
- Primary All Stars resources
- Character Education (DfE guidance)
- Life Lessons (The Sutton Trust report)

## APPENDIX 4 - THE PRINCIPLES OF HIGH QUALITY SEX AND RELATIONSHIPS EDUCATION (INCLUDING SCHOOLS WITH A RELIGIOUS CHARACTER)

### **Sex and relationships education:**

- A partnership between home and school
- Ensures children and young people's views are actively sought to influence lesson planning and teaching
- Starts early and is relevant to students at each stage in their development and maturity
- Taught by people who are trained and confident in talking about issues such as healthy and unhealthy relationships, equality, pleasure, respect, abuse, sexuality, gender identity, sex and consent
- Includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- Has sufficient time to cover a wide range of topics, with a strong emphasis on relationships, consent, rights, responsibilities to others, negotiation and communication skills, and accessing services
- Helps students understand on and offline safety, consent, violence and exploitation
- Is both medically and factually correct and treats sex as a normal and pleasurable fact of life
- Is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- Uses active learning methods, and is rigorously planned, assessed and evaluated
- Helps students understand a range of views and beliefs about relationships and sex in society, including some of the mixed messages about gender, sex and sexuality from different sources including the media
- Teaches students about the law and their rights to confidentiality even if they are under 16, and is linked to school-based and community health services and organisations
- Promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

### **It contributes to:**

- Positive ethos and environment for learning
- Safeguarding students (Children Act 2004), promoting their emotional well-being, and improving their ability to achieve in school

- Better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships
- Helping students keep themselves safe from harm, both on and offline, enjoy their relationships and build confidence in accessing services if they need help and advice
- Reducing early sexual activity, teenage conceptions, sexually transmitted infections, sexual exploitation and abuse, domestic violence and bullying

Sex and Relationships Education (SRE) for the 21st Century 2014, supplementary advice (Brook, PSHE Association & SEF).

As part of the effective RSE provision, this RSE policy will be reviewed every 2 years to ensure that it continues to meet the needs of students, staff and parents and that it is in line with current Department for Education advice and guidance.