



## **Nelson Academy**

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**Principal: Mrs Sarah Wilson**

17<sup>th</sup> September 2021

### **Nelson Academy RSHE Policy and parent information**

This relationships, sex and health education policy covers The Nelson Academy's approach to teaching relationships, sex and health education (RSHE). It was produced following thorough consultation with the whole school community including pupils, parents/carers, staff, and the school's Academy Council.

It will be reviewed every three years, or sooner if the RSHE curriculum is amended, in response to emerging themes, changing pupil needs, or introduction of new legislation and guidance.

Parents will be informed about the policy through RSHE consultation events, referencing in the school prospectus and a link from our website. If a hard-copy of the document is required, we will be happy to provide this upon request. The school will work with parents requiring the policy in an alternative format, ensuring equitable accessibility for all.

#### **Values, aims, objectives, intent, implementation and impact:**

Relationships, sex and health education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships and reproduction, as well as how to keep ourselves healthy. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing, both now and in the future.

RSHE is taught in a way which is complementary to the wider ethos, values and principles of our school. RSHE at the Nelson Academy is learning about the body, feelings, beliefs, relationships, rights and responsibilities and knowing how, and when, to ask for help if needed. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

RSHE empowers children to build self-esteem, offer positive and open views, support mutual respect and celebration of self and others, providing a strong foundation to be successful in life by:

- ✓ Providing a spiral curriculum, allowing for the development of knowledge relevant to the age and stage of the learner.
- ✓ Providing an inclusive learning environment, which is safe and empowering for everyone involved, based on the belief that bullying, prejudice and discrimination is unacceptable.
- ✓ Teaching non-biased, accurate and factual information that is positively inclusive.
- ✓ Developing character skills to support healthy and safe relationships, ensure comfortable communication about emotions, bodies and relationships using appropriate terminology.
- ✓ Promoting critical awareness of differing attitudes and views presented through society, the media and peers to enable the nurturing of personal values based on respect.
- ✓ Providing protection from shock or guilt.
- ✓ Actively involving pupils as evaluators to ensure relevance.
- ✓ Ensuring pupils are informed of their rights, including the legal framework and how to access confidential help to keep themselves and others safe.

The RSHE curriculum has been planned following pupil consultation. This ensures the needs of all pupils can be met through the delivery of an age and stage-appropriate curriculum. The curriculum addresses traditional and emerging issues, and relevant challenges as identified by pupils. Consultation with pupils will be conducted on a regular basis. This will inform the RSHE curriculum review, ensuring it remains responsive to emerging needs.

Some elements of the RSHE curriculum are a statutory requirement to teach in order for the school to meet the Statutory Guidance from the DfE, June 2019 and The Equalities Act, 2010. It is important to teach RSHE through a spiral curriculum. This means our pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build upon prior learning. This developmental approach helps pupils to make informed decisions relevant to their age and stage. RSHE will support the school's commitment to safeguard pupils, preparing them to live safely in the modern world and to have the confidence and skills to make decisions, self-evaluate, make connections and, through active engagement, learn the different ways through which humans make sense of the world.

Our intended RSHE curriculum is detailed as follows, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case, parent/carers will be provided with appropriate notice before the amended

programme is delivered. Where possible the curriculum will be complemented by themed assemblies, topic days and cross-curricular links ie Healthy Living Week.

The RSHE programme will be led by Lisa Jack and taught by class teachers and supported by other staff within the school. All staff involved in the delivery of RSHE have received specialist training, ensuring pupils are taught with consistent approaches to RSHE throughout their time at The Nelson Academy.

RSHE will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within RSHE, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes RSHE more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At Nelson Academy, we actively celebrate the diversity of our pupils, their families and the wider whole school community. RSHE will always be taught in a non-judgemental, non-biased and fully inclusive manner through clear, impartial, scientific information as well as covering the law. Through consultation, continual assessment and regular reviews of the curriculum, we ensure that we continually recognise and respect pupils' different abilities, levels of maturity and personal circumstances including gender identity, faith or culture and that of their family, friends and the wider whole school community.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and can also ask anonymous questions through the use of devices ie Ask it Basket etc. Teachers will answer questions as fully as they can, based on the level of knowledge demonstrated by pupils during the lesson and with an age/stage appropriate response. Teachers may ask a pupil to wait for a response to a question if they need time to consult with a colleague, or the school leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate. Teachers will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons for this decision clearly explained. The teacher will work with the pupil to identify suitable sources of information, where they can safely obtain an answer to their question, this could be referring them back to their parents/carers.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. Teachers will also work closely with the schools' pastoral system to advise of topic coverage. This will ensure the school can be responsive to pupils' pastoral needs, and safeguarding arrangements can be actioned efficiently if required. If the school has any reason to believe a pupil is at risk of harm, we are required to respond in accordance with the school's safeguarding policy.

Pupils' learning will be assessed at the end of every topic. This will ensure that pupils are making sufficient progress building on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. The evaluation of teaching and learning assessments will be shared with pupils and parents as appropriate.

RSHE is most effective when it is a collaboration between school and home. The school will provide support to parents and carers through specialised events or via the school website, providing a valuable opportunity to develop awareness of emerging RSHE topics, meet RSHE teachers, review the resources being used and consider ways to build on RSHE at home. The school operates an open-door policy enabling parents to discuss RSHE at relevant times throughout the school year.

As children grow older, they will be taught the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes, as well as about menstrual wellbeing - including the key facts about the menstrual cycle.

Teaching about how a baby is conceived and born (taught outside of national curriculum for science) is the only part that parents are able to withdraw their child from. Should this be your wish, your request will be automatically granted in the primary phase. Before the principal can grant your request they are required to meet with you in person to discuss the nature and purpose of the curriculum, and where appropriate the wishes of your child. The benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

If you have any concerns, worries or would like some further information, please do not hesitate to contact Lisa Jack - RSHE Lead - via email( [lisa.jack@nla.eastern-mat.co.uk](mailto:lisa.jack@nla.eastern-mat.co.uk))or Sarah Wilson, Principal, again via email ([sarah.wilson@nla.eastern-mat.co.uk](mailto:sarah.wilson@nla.eastern-mat.co.uk)) or indeed ClassDojo.

Each year group, apart from Reception, will be taught the knowledge appropriate for their year group as well as the objectives from the previous year group.

An overview of what will be covered in each year group is set out below:

## **Y<sub>R</sub>** Year group R

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

## **Y<sub>1</sub>** Year group one

<b>My feelings</b>	<b>My body</b>	<b>My relationships</b>	<b>My beliefs</b>	<b>My rights and responsibilities</b>	<b>Asking for help</b>
Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.	Pupils can identify and respect the differences and similarities between people.	Pupils understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.	Pupils can identify the people who look after them, who to go to if they are worried and how to attract their attention.

## Y<sub>2</sub> Year group two

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.	Pupils can recognise how they grow and will change as they become older.	Pupils can recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.	Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.	Pupils can judge what kind of physical contact is acceptable, comfortable, and uncomfortable and how to respond.	Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

## Y<sub>3</sub> Year group three

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.	Pupils understand the right to protect their body from unwanted touch.	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

# Y4

## Year group four

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils recognise differences and similarities between people arise from a number of factors Inc. family and personal identity.	Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

# Y5

## Year group five

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can anticipate how their body may change as they approach and move through puberty.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.	Pupils know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have considered how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen.

My feelings	My body	My relationships	My beliefs	My rights and responsibilities	Asking for help
Pupils can recognise how images in the media, including online do not always reflect reality, and can affect how people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs.	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.

There is associated vocabulary, which is scientifically correct, that we will be using during our lessons. Your child may come home using these words; we understand that families may have their own names for parts of the body, however to ensure consistency across year groups and guidance provided by the DfE, we will be using the correct terminology.

The vocabulary that will be used is as follows:

RECEPTION	Y1	Y2	Y3	Y4	Y5	Y6
Feelings, comfortable, uncomfortable, hygiene, same, similar, different, like, dislike, difficult, private, special.	Emotions, feelings, penis, vulva, communication, similarities, differences, disease, bacteria, problem, help.	Self-esteem, vagina, penis, bullying, unique, personal space, privacy, secret, surprise	Aspiration, compliment, self-esteem, penis, vulva, hygiene, relationship, gender, stereotype, testicles, vagina, anus, breasts.	Emotions, empathy, foetus, puberty, public, private, similar, different, identity, marriage, arranged marriage, forced marriage, peer pressure.	Puberty, penis, erection, wet dream, ejaculate, sperm, vulva, vagina, breasts, periods, menstruation, womb, gender, sex, intersex, transgender, gay, lesbian, personal information, online.	Body image, Penis, vulva, testicles, vagina, breasts, foreskin, sexual intercourse, conception, labia, clitoris, ovaries, fallopian tubes, uterus, Menstruation/periods, sperm, scrotum, homophobic, biphobic, transphobic, infection, sexually transmitted infections, condom, problems, support, help, trust.