



THE  
GRANGE  
ACADEMY

ASPIRE FOR EXCELLENCE



# RSHE GUIDE FOR PARENTS/ CARERS

Including guidance  
on Sexual Violence &  
Sexual Harassment

2023- 2024

WELLBEING  
AT THE  
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MEMBER OF THE  
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# SUMMER RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE)

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Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

*Department for Education*

## **Aims:**

Our RSHE Curriculum follows statutory guidelines and aims to ensure that all students have the information they need to make positive and informed decisions regarding relationships, sex and their health. This encompasses a wide range of topics and themes that are taught in an age appropriate way to develop student's understanding of how to keep themselves safe.

## **AREAS OF STUDY**

There are statutory areas that must be covered in both phases. Within these areas, we then look at a range of topics, themes and discussion points to help educate and prepare students

### **PRIMARY**

**Families and people who  
care for me**

**Caring friendships**

**Respectful relationships**

**Online relationships**

**Being Safe**

### **SECONDARY**

**Families**

**Respectful relationships,  
including friendships**

**Online & Media**

**Being Safe**

**Intimate and sexual relationships,  
including sexual health**

# HOW DO WE DELIVER THE RSHE CURRICULUM?

We deliver our RSHE curriculum in a range of different ways, ensuring that it is embedded in our day to day practice and that opportunities are routinely taken to allow students to discuss and ask questions about their health and wellbeing.

## PRIMARY

### SMSC Lessons:

Students have weekly SMSC lessons that explore content from the RSHE curriculum

### MBV Sessions - Picture E-News

Weekly sessions on Modern British Values which also explore themes within the RSHE curriculum

### Embedded within lessons:

Opportunities are taken within lessons to link content to the RSHE curriculum

## SECONDARY

### SMSC Lessons:

In KS3 and KS4, students have regular SMSC lessons that explore content from the RSHE curriculum.

### MBV Form Times - Picture E-News

Weekly sessions on Modern British Values which also explore themes within the RSHE curriculum

### Wellbeing Form Time

Weekly wellbeing form times that focus on 4 different aspects

### RSHE Assembly & Form Time Focus

Half-termly focus weeks including an assembly and form time activity

### Embedded within lessons

Opportunities are taken within lessons to link content to the RSHE curriculum



SOCIAL  
WELLBEING



ACADEMIC  
WELLBEING



PHYSICAL  
WELLBEING



MENTAL  
WELLBEING

In addition to the above, students who require further guidance around RSHE topics may access interventions or discussions on a 1:1 basis with a member of the staff



# PRIMARY CURRICULUM CONTENT

|EYFS

**Nursery:** The children look at how to develop their own friendships and how we look after our friends and care for them. Student discuss their home, family and community

**Reception:** The children build on their abilities to make positive friendships and can also discuss with familiar people their feelings, including the difference between right and wrong

|KS1

**Feelings and emotions** - recognise feelings in self; special people; behaviour  
**Healthy relationships** - secrets and surprises; working together; boundaries and relationships; resolving conflict

**Healthy Lifestyles** - recognise what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health

**Keeping Safe** - to understand that household products, including medicines, can be harmful if not used properly. To know about the steps they can take to ensure their safety in class, on the playground, around school and at home

|LKS2

**Feelings and emotions** - Recognising and managing different feelings; keeping something confidential or secret

**Healthy relationships** - recognising aspects of a healthy relationship; physical boundaries within different relationships; working together; behaviour; resolving conflict

**Healthy lifestyles** - to understand what positively and negatively affects their physical, mental and emotional health

**Keeping safe** - to learn strategies for keeping physically and emotionally safe in the physical world, including road safety and safety in the environment, and safety online, including social media, the responsible use of ICT and mobile phones and the importance of protecting personal information including passwords, addresses and images of themselves or others

|UKS2

**Feelings and emotions** - recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares

**Healthy relationships** - understanding what constitutes a healthy relationship how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation

**Healthy lifestyles** - to learn about positive and negative effects on physical, mental and emotional health (including the media)

**Keeping safe** - to learn about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime



# SECONDARY CURRICULUM CONTENT



**SMSC Lesson Focus:** Mind to be Kind, First Aid & CPR, Gender Equality, LGBTQ+ Part 1 and Respectful Relationships

**RSHE Assembly & Form Time Focus:** Internet Safety & Harm, Consent Part 1, Being Safe, Mental Wellbeing and Caring Friendships

**SMSC Lesson Focus:** Domestic Violence, First Aid & CPR, Relationships and Healthy Active Lifestyles

**RSHE Assembly & Form Time Focus:** Changing Adolescent Bodies, Online Relationships & Media, Exploitation, Mental Wellbeing and Sexual Violence & Sexual Harassment



**SMSC Lesson Focus:** Exploitation, Sex & The Law, Body Parts & Contraception, First Aid & CPR, LGBTQ+ Part 2, Body Image and STIs

**RSHE Assembly & Form Time Focus:** Consent Part 2, Gender Identity, Pregnancy and Sexual Violence & Sexual Harassment

**SMSC Lesson Focus:** Sex & The Law, Contraception, Sexually Transmitted Infections and Local Services & Where to find them

**RSHE Assembly & Form Time Focus:** Sexual Harassment, Screening and Drugs, Alcohol & Tobacco



**SMSC Lesson Focus:** Sex & The Law, Contraception, Sexually Transmitted Infections and Local Services & Where to find them

**RSHE Assembly & Form Time Focus:** Sexual Harassment, Intimate Sexual Relationships and Abortion





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## RIGHT TO WITHDRAW

There are certain aspects of the RSHE curriculum for which parents/carers have the right to withdraw their child. We would always encourage a conversation with us prior to initiating a formal withdrawal. Miss Williams is the RSHE lead in Primary and Miss Hart in Secondary.

### PRIMARY

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

Requests for withdrawal should be put in writing and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn.

### SECONDARY

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing and addressed to the Principal.

If a parent or carer requests that their child be removed from 'sex education', the school will provide support by ensuring the child understands that if they have questions they may still speak with a member of staff directly.



# SEXUAL VIOLENCE & SEXUAL HARASSMENT

As a school, we understand the importance of ensuring that our students are fully aware of what constitutes sexual violence and sexual harassment. We are ensuring that the measures we take as a school are in line with the recommendations made in the 'Sexual violence and sexual harassment between children in schools' document by the DfE.

We aim to create an environment where students feel supported to report any concerns they may have, knowing that they will be dealt with appropriately and sensitively. If a student has something they want to report, whether this relates to themselves or someone else, then they can do so to any member of staff they feel comfortable with. We will then ensure concerns are investigated and addressed by the Safeguarding team.

Alongside a robust reporting system, we also aim to ensure all students are fully educated on:

- What constitutes sexual violence and sexual harassment
- What is meant by 'consent' in a range of contexts
- How these acts are seen within the law
- How and where to report acts of sexual violence and sexual harassment both inside and outside of school

An illustration showing several hands holding up signs. One sign prominently displays the word 'NO' in large red letters. To its left, another sign shows 'YES' in green letters. To its right, a third sign shows 'NO' in red letters. The background is a light blue gradient with geometric shapes in shades of blue and teal.An illustration showing several hands holding up signs. One sign prominently displays the word 'NO' in large red letters. To its left, another sign shows 'YES' in green letters. To its right, a third sign shows 'NO' in red letters. The background is a light blue gradient with geometric shapes in shades of blue and teal.An illustration showing several hands holding up signs. One sign prominently displays the word 'NO' in large red letters. To its left, another sign shows 'YES' in green letters. To its right, a third sign shows 'NO' in red letters. The background is a light blue gradient with geometric shapes in shades of blue and teal.

# WHAT IS SEXUAL VIOLENCE OR SEXUAL HARASSMENT?

Sexual harassment is unwanted and unwelcome behaviour of a sexual nature which interferes with a student's right to learn, achieve, or participate in school activities in a comfortable and supportive atmosphere. Sexual harassment is illegal and is prohibited in school settings.

Sexual harassment may involve harassment from any gender to any gender.

## What behaviours are not acceptable?

- It is not acceptable to grab, touch, or pinch the private body parts of another person
- It is not acceptable to grab another person's underwear or to pull someone's clothing up or down to show their underwear or body parts
- It is not acceptable to say silly or nasty things about anyone's private body parts
- It is not acceptable to make fun of someone for being a boy or being a girl
- It is not acceptable to tell stories about anyone's body parts or their private behaviour
- It is not acceptable to give an unwanted kiss or hug or to dare someone else to do that
- It is not acceptable to brush up against someone in a way that makes them feel bad
- It is not acceptable to pass notes, pictures, jokes, or cartoons that make someone feel bad
- It is not acceptable to make gestures that make someone feel bad

## What should I do if I believe my child is being sexually harassed?

- Contact school and inform a member of the safeguarding team
- Tell your child to firmly say "no" to the harasser whenever possible to show that they do not consent to these actions or words being used towards them
- Help your child to recall and write down the details of any incidents including: date, time, place and other people who may have been around

The NSPCC has launched a new, dedicated helpline for children and young people who have experienced abuse at school and also for worried adults and professionals that need support and guidance. Young people and adults can contact the NSPCC 'Report Abuse in Education' helpline on **0800 136 663** or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

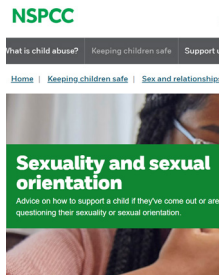
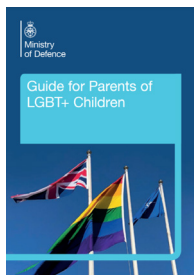


# USEFUL LINKS & ADDITIONAL INFORMATION

## Government Parent Guides - RSHE Curriculum

[Understanding relationships and health education in your child's school: primary](#)

[Understanding relationships, sex and health education at your child's school: secondary](#)



## LGBTQ+ Information & Support

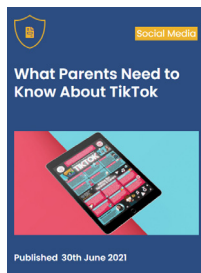
[Guide for parents of LGBT+ Children](#)

[Stonewall - Coming Out - Advice and guidance for parents](#)

[NSPCC - Sexuality and sexual orientation](#)

## Sexual Violence & Sexual Harassment

[NSPCC - Sexual behaviour in children with advice on reporting concerns of sexual harassment/violence](#)



## Online Safety

[Vodafone - Digital Parenting Magazine](#)

[National Online Safety - Guides for social media platforms](#)

[NSPCC - Keeping children safe online](#)

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