

Relationships, Sex and Health Education (RSHE) Policy

INTRODUCTION

School ethos

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. At Trimley St. Mary Primary school, equality and inclusion are key principles for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientations, age or any other recognised area of discrimination.

We value and promote the individuality of all our pupils and are committed to giving all our pupils every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. We actively tackle discrimination against those with a disability (disabilism), racial discrimination, sexual harassment and discrimination and promote equal opportunities and good relations between and amongst all. We are committed to ensuring that positive action is taken where necessary to redress the balance of inequality that may exist. We aim to reflect the diversity of our local community and society and ensure that the education we offer fosters positive attitudes to all people. Our school admissions policy is equally open to pupils of all groups. We believe that these commitments are as important in the context of a school with limited ethnic diversity as well as in a school with a more ethnically diverse population.

Curriculum Intent

- *The school curriculum should aim to provide opportunities for **all** pupils to learn and to achieve.*
- *The school curriculum should aim to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.*

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly based curriculum which, 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and \square prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

The 2006 Education and Inspections Act placed a duty on Governing Bodies 'to promote the wellbeing of pupils at the school'. The duty came into effect in September 2007.

Schools also have wider responsibilities under the Equalities Act 2010 and we should ensure that our 'school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation or whether they are looked after children.'

Rationale

The importance of RSHE

RSHE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. Pupils also find out about 'British Values', the main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities.

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within

RSHE.



Curriculum Drivers - At the heart of Trimley St Mary School, lies clearly defined and understood “curriculum drivers” that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil’s experiences.

Mastery Statement	Trimley St Mary School – Curriculum Drivers		The 8 Cs
Enrichment Policy			The Language of BAD
<p>Community</p> <p>Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local business and other agencies, we support, motivate and inspire all children to achieve and be successful in their own right.</p>	<p>Initiative</p> <p>We demonstrate that we can think for ourselves, take action when necessary and have the drive to achieve. We welcome the challenge of doing things without being asked, solve problems; we have the desire to continually learn and grow. We recognise the importance of leading our own learning, carrying out research, asking questions and seeking help when needed. We show resilience and determination and know that these skills will be essential in our next stages of education and the workplace.</p>	<p>Mindfulness</p> <p>As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. We work with children who may have struggled with difficult life events to help them re-engage with life and learning. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children’s awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.</p>	<p>Diversity</p> <p>We serve to support the rounded development of children and promote diversity. We show support for diversity by talking with people to find out how best to include them and respect their beliefs. By valuing and respecting diversity, we encourage everyone to respect others’ right to their own beliefs, values and opinions. Children’s connection to diversity develops through their experiences. Having a strong sense of their own cultural history and traditions helps children build a positive identity for themselves, as well as supporting children’s sense of belonging and self-esteem. When their mental health and wellbeing is supported, so is their learning.</p>

Entitlement

*In the Foundation Stage the curriculum should promote and develop children’s relationships, social, emotional well-being, their positive attitudes and dispositions towards learning and their health. QCA guidance recognizes RSHE as an entitlement for all pupils. To be able to deliver the programmes of study within the **non-statutory framework**, a combination of taught course, cross-curricular and extra-curricular approaches is indicated, as well as aspects of personal and social learning which take place in non-curricular or ‘social time’.*

General aims and objectives:

For children at Trimley St Mary to:

- prepare to become active citizens both in school and in the local community
- develop a healthy and safe lifestyle, being able to make informed choices in a variety of contexts
- be able to develop good relationships and the ability to respect and empathise with others
- become self-confident, self-reliant, and exhibit positive self esteem
- acquire the necessary knowledge, skills and understanding needed to become happy, healthy and positive citizens
- adopt positive attitudes and values
- develop interpersonal skills and the ability to work and co-operate with others
- promote British values and what democracy means for us
- celebrate equality, tolerance and diversity whilst challenging racism, bullying, homophobia and discrimination.

Themes

Key themes within RSHE education are:

1. **Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. **Relationships** (including different types, including online)
3. A **healthy** (including physically, emotionally and socially), **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. **Risk** (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings, including online)

5. **Diversity and equality** (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)
7. **Change** (as something to be managed) and **resilience**
8. **Power** (how it is used and how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged)
9. **Career** (including enterprise, employability and economic understanding)

There is a balance between these strands within the planned programme whilst also taking into consideration their appropriateness to the pupils' age and stage of development. Many themes can and should be linked to other curriculum subjects, for example, medicines in science.

The **Relationships** theme involves learning about relationships, developing effective relationship skills and forming and sustaining positive attitudes. Assisting with the development of key skills such as communication, problem solving and inter-personal skills.

The **Health Education** programme incorporates key strands:

- Drug Education
- Relationships and Sex Education
- Healthy lifestyle, Diet and nutrition, Health related exercise
- Personal hygiene
- Mental health and well-being (see Public health England data for this area, which relates to an increasing trend for young people to self-harm)
- Personal safety (e-safety included)

The **Media** programme incorporates how television, internet and social networking sites influence our lives. Uses of technology are discussed, media bias and influence including cyber-safety is taught.

Financial capability involves learning about money, the purpose of work, charities, gambling, money and the law, financial implications of independent living and bringing up a family, costs of Higher Education, managing money and pensions.

Throughout the **Careers and work related learning** children should develop an understanding of the changing nature of work and how this affects the local community, what the world of work has to offer them and how they can prepare themselves for it. This includes business and community links and a link to geography where children learn about issues such as local services and global development.

Citizenship teaches children about some of the structures of democracy. It begins with local structures set up in school and looks at rights, duties and personal values.

Pupils should be encouraged to develop an awareness of and concern for the local community, world affairs and global issues.

Enrichment opportunities include Learning Together with parents and children to learn about Drugs Education, SRE, Healthy Eating and e-safety (KS2). Furthermore, enrichment opportunities can include Philosophy, SEAL and Theatre in Education.

Some of the essential skills that need to be developed are:

- communication - speaking and listening for relationships
- communication - non-verbal
- assessing and managing risk for self and others
- conflict resolution
- resilience/coping skills
- self-motivation/independence
- group work/interdependence
- negotiation
- decision making including choices
- assertiveness

Curriculum Implementation - Forms of Curriculum Provision

RSHE should not only be confined to specific timetabled time but should permeate all aspects of school life in cross-curricular subjects.

At Trimley St Mary Primary School RSHE is delivered within a whole school approach which includes:

- the eight 'C's
- teaching RSHE through and in other subjects/curriculum areas.
- through RSHE activities and school events.
- through pastoral care and guidance.
- during themed assemblies
- via emotional literacy and mental health lessons

Teaching Methods and Learning Approaches

Trimley St Mary School recognises that all children have a preferred style of learning and thus will teach RSHE in using a variety of techniques:

- effective starting and ending strategies.
- high order questioning skills.
- climate building and ground rules.
- working together.
- information gathering and sharing.

- consensus building.
- problem solving, decision making and debates.
- understanding another point of view.
- working with feelings and imagination.
- reflection, review and evaluation.
- circle Time.
- school council (preparatory activities).
- drama and role-play.

Staff will be supported by the coordinators and the Head Teacher when dealing with sensitive issues. When written work is of a personal nature, pupils should be given the choice concerning the public sharing of their contribution.

Where possible, the teacher concerned will maintain a child's confidentiality, but children should be made aware that it cannot be guaranteed where there are issues such as Child Protection/Safeguarding.

Answering Difficult Questions

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head teacher if concerned. Each classroom provides a 'whisper' box wherein children may post questions or worries for their class teacher at any time, but particularly during or after RSHE lessons, which may be anonymous. For more details see Appendix 2.

Differentiation

The delivery of the programmes of study will aim to meet the individual need of each child. Active learning will be the basis of a high proportion of the work, particularly in the Foundation stage, Key Stage 1 and the lower half of Key Stage 2.

Resources

In KS1 and 2, we are following the spiral curriculum (wherein key themes are re-visited) and Programmes Of Study provided by the 'PSHE Education Planning Toolkit for Key stages 1 and 2'. (available for all to use in 'Shared Documents' in the PSHE subject area).

Throughout the school, CORAM SCARF resources are used and supplemented by relevant story books as recommended by the 'No Outsiders' literature, written by A.Moffat.

In KS1 RSHE may be supplemented through the use of the 'KESBY' materials.

IN KS2 teachers may use video clips from BBC archives and 'Teaching SRE with Confidence' Published by CWP Resources Ltd, Copyright CWP Resources Ltd 2013 will be used to support the teaching of RSE (see RSE policy for details).

'Teaching Drug and Alcohol Education with Confidence' is used in KS2.

SEAL resources may be used when appropriate.

Public Health England information

Please refer to latest government guidance:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Planning, monitoring, and evaluating

- long term plans follow the 'PSHE Education curriculum overview' (school A) which follows an enquiry based curriculum (on Shared Documents - Curriculum - Subjects - PSHE) short term planning follows the 'PSHE Education Planning Toolkit for Key stages 1 and 2' alongside the Coram SCARF units of work.
- mental health lessons can be accessed via 'Shared Documents'
- the coordinators will monitor PSHE through lesson observation, scrutiny of work, records of assessment, and pupil interviews.
- teachers will be given feedback to identify strengths and areas for development.
- evaluation will take into account the skills children have developed, at the end of each term and will be systematically used to inform planning and provision.

Clear future planning will be evident through the production of an Action plan and Audit form.

Curriculum Impact - Assessment, recording and reporting.

In RSHE there are two broad areas for assessment:

- children's knowledge and understanding, for example, information on health, understanding of rules, understanding of health and safety procedures, and the meaning of ideas including democracy.
- how well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

The purpose of assessment is to show teachers, pupils and parents what has been achieved and where improvement is possible.

In RSHE there will be many opportunities to provide pupils with feedback, but it is also important to be able to acknowledge their development of skills and attitudes in a way, which will encourage and motivate rather than damage their own self worth. A variety of assessment methods may be used such as skills checklists, self/peer/group assessments and individual/group assessment.

Recording

Written work, including any ideas, thoughts or feelings on post-it notes should be placed into RSHE folders and/or at the back of RE books.

Reporting

At the beginning of each term a newsletter will go home to parents explaining what their child will be learning about in RSHE during that term. Parents receive information on their child's development in RSHE as part of the end of year report. Progress is also discussed at Parents' Evening. RSE schemes of work are sent to parents via Parentmail and Year 6 parents are invited into school for a meeting and to view the video and resources used to teach RSE in year 6.

Working with parents, families and the wider community.

The quality of relationships among and between pupils, teachers, parents, governors, and the wider community affect the personal and social development of pupils. This school has a strong working relationship with both pre-school providers, especially First Stop Playgroup and Felixstowe Academy, ensuring as smooth as possible transition between nursery and school, school and high school. Trimley St Mary aims to take positive steps to involve the community in school activities and take the school to the community. Pupils visit the local shops, church, and residential elderly home. Parents are invited to join their child/children to participate in the Learning Together lessons.

To build on this:

- visitors should be made to feel welcome.
- curriculum content should take account of the local community as a resource as well as making positive contributions to it.
- parents and governors are offered the opportunity to be actively involved within the school.
- outside agencies such as police, (delivering Stranger Danger) the fire brigade, charities, (Fair Trade, NSPCC), Bikeability (road safety) the school nurse, dental hygienist, NHS Change4life, local employers and businesses are able to work with pupils.

The National Healthy School Status

At Trimley St Mary Primary school we recognise that our National Healthy Schools Status has an effective vehicle to promote RSHE and Citizenship which offers an integrated whole-school process, set alongside nationally agreed criteria, looking at health issues in their wider sense. Children are actively encouraged to bring in personal water bottles, stay hydrated and eat a healthy snack at break-time.

Related Policies

All subject policies should indicate their contribution to PSHE and Citizenship in school.

- Relationship and Sex Education.(RSE - formally known as SRE)
- Drug Education.
- Child Protection and Safeguarding Policy
- Equal Opportunities.
- Cultural Diversity.
- Inclusion.
- Behaviour Policy/Discipline.
- Health and Safety (including e-safety)
- Assessment, recording and reporting.
- Special Needs - see Appendix 4.
- Bullying
- Radicalisation and Extremism

Appendix 1

The following has been produced from: PSHE at Key Stages 1 and 2 - Initial Guidance (QCA)

Discrete Provision

This could include separately planned curriculum time with themes such as 'my family' or 'using our money' or a focus on discussion through circle time or playing games together. This approach has the advantages of enabling clear planning for identifiable provision and easier monitoring.

Provision through teaching and learning in other subjects/curriculum areas

- *English:* skills in enquiry and communication, stories that illustrate aspects of personal and SMSC
- *Mathematics:* aspects of financial capability, counting and sharing.
- *Science:* (including medicines), sex, health, safety and the environment.

- *Design & Technology:* health and safety, healthy eating, realising that people have needs as they generate design ideas, use of technology.
- *Computing:* communicating with others via e-mail, finding information on the internet and checking its relevance.
- *History:* use of sources, reasons for and results of historical events, situations and changes, diversity within societies studied, significant people, events, ideas and experiences of people from the past.
- *Geography:* topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world, including less economically developed countries.
- *Art and Design:* reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures.
- *Music:* making the most of abilities in playing or singing, issues of cultural diversity, their value and their expression.
- *Physical Education:* teaching and learning about health and safety, development of personal and social skills through team and individual activities, games and sports.
- *RE:* religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships e.g. equality in Sikhism, Tolerance of other faiths etc.
- *Assemblies:* cover weekly themes such as Love, tolerance, Equality and Diversity.
- *Media:* BBC children's newsground, The Guardian newspaper photographs and other media links.

RSHE and Citizenship Activities and School Events

Residential experiences, visits and special days in school provide opportunities for children to plan, work together and develop relationships. They can discover new qualities and characteristics through participating and reflecting on new experiences.

Appendix 2

Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSHE. To this end ground rules have been agreed to provide a common values framework within which to teach. There are clear parameters as to what will be taught in whole class setting and what will be dealt with on an individual basis.

Ground Rules and Distancing Techniques

- pupils will be given preparation so that they will know how to minimise any embarrassment they feel.
- no one (teacher or pupil) should be expected to answer a personal question.
- no one will be forced to take part in a discussion.

- meanings of words will be explained in a sensible and factual way.

Appendix 3

The following has been produced from: *Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties - RSHE and Citizenship (QCA)*

The importance of RSHE and Citizenship to pupils with learning difficulties

Learning RSHE help all pupils develop as individuals in a wider society. Pupils learn to understand themselves physically, emotionally, socially and sexually and to understand their relationships with others. RSHE offer pupils with learning difficulties opportunities to:

- make choices and decisions
- develop personal autonomy by having a degree of responsibility and control over their lives
- make a difference or make changes by their individual or collective actions
- find out that there are different viewpoints which lead to a respect for the opinions of others.

In response to these opportunities, pupils can make progress in RSHE by:

- moving from contact with others in class and school to community involvement
- developing greater control and choice
- adapting to change as they grow and develop, physically and emotionally
- moving from the personal to a wider perspective (in terms of the range of relationships and viewpoints, and consideration of other people's point of view)
- moving from an immediate time perspective to thinking about the future and reflecting on the past, for example, how tackling things differently could lead to different outcomes.

Developing confidence and responsibility and making the most of their abilities (RSHE) relates to pupils':

- *self-concept and self-awareness: the development of a sense of their own identity as a separate and distinct person which is mainly developed through interaction with familiar people and the environment*
- *self-esteem: the value that pupils' place on themselves which is greatly influenced by the way others behave towards them. The approach of staff in valuing and respecting all pupils is therefore crucial, particularly as some pupils may have low self-esteem or a poor self-image, and may see themselves as different*
- *self-knowledge: thinking about themselves and getting to know their own likes and dislikes, strengths and weaknesses. Some pupils with learning difficulties may be dependent on staff to help them interpret their preferences.*

Developing a healthy lifestyle (RSHE)

Developing a healthy, safer lifestyle starts with a basic awareness of the body and in daily personal care routines. Pupils may be dependent on others for their health and safety and need to have some control and autonomy within safe parameters.

Teaching this aspect across the key stages can help pupils to:

- learn about the need for personal hygiene, take part in and maintain personal hygiene routines*
- develop body and gender awareness*
- know when they can and should give their permission and when to withhold their permission, for example, to communicate 'no'.*

Developing good relationships and respecting the differences between people (RSHE)

Developing good relationships and respecting the differences between people begins with awareness of, response to, and interaction with, familiar and unfamiliar people and staff who are positive role models.

Teaching this aspect across key stages can help pupils to:

- develop and experience a range of relationships*
- recognise and understand different types of relationships.*

Relationship and Sex Education

For all pupils, there is a need for clear, explicit and repeated teaching about relationships and sex to avoid confusion. Pupils with learning difficulties may need to specifically learn things which other pupils learn incidentally, for example, what being 'private' actually means. They may be more open to exploitation than other pupils and may need additional teaching to help them understand acceptable parameters and behaviours. Above all, they need the knowledge, skills and understanding to make informed, positive decisions about their own relationships and lives, and about their own safety, including e-safety.

The new statutory guidelines state that Relationships Education is mandatory in Primary Schools, although parents still have the right to withdraw their children from Sex Education. Meanwhile, the reproductive aspects of human biology as part of the Science curriculum is mandatory for all pupils.

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