

# THE WILLOWS PRIMARY SCHOOL



## **RSHE POLICY**

### **Relationships, Sex and Health Education**

#### Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author: \_\_\_\_\_ Headteacher/RSHE Subject Leader

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## **Intent**

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. Our curriculum is designed to equip all children with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Our RSHE curriculum will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children are taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, they will develop their understanding of how to treat others with kindness, consideration and respect.

We strive to give learners the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

## **Why do we teach Relationships and Health Education?**

- First and foremost: it helps to keep pupils safe: RHE gives pupils the knowledge to tell right from wrong, and the skills to assess risk and seek support if they are worried. Giving pupils the correct language to describe genitals helps to keep them safe. If someone touches them inappropriately, they can seek help from an adult and accurately describe what is happening.
- It gives pupils information and skills to make healthy choices. Pupils need to have knowledge about what is healthy and what is not but also the skills to be able to use this information. RHE provides the perfect environment for pupils to practice these skills safely.
- It promotes tolerance and respect. We want pupils to become adults who are accepting of all people, even if their way of life is not the same as their own.
- It develops the skills to form and maintain healthy relationships: whether friendships, family, or with teachers, every pupil needs these skills in order to function effectively in society.
- Pupils need to be prepared for the changes of puberty before onset. Some pupils will begin these changes in year 5 or even earlier, they need to know what is going to happen and how to deal with these changes.

**Our aspiration is that our children have the knowledge and skills to keep themselves safe, make healthy choices, develop respect for themselves and others, and form positive and healthy relationships.**

**In addition, as recommended by the Department for Education, we also teach non-statutory elements of sex education in an age-appropriate manner in Year 5 and Year 6.**

## Implementation

### **EYFS – Personal, Social and Emotional Development**

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

### **Toddlers and young children will be learning to:**

- Find ways to calm themselves, through being calmed and comforted by an adult
- Establish their sense of self
- Express preferences and decisions - trying new things and establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, e.g. from their parent to their key person
- Thrive as they develop self-assurance
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help (“me do it”).
- Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.
- Learn to use the toilet with help, and then independently.

**3 and 4-year-olds will be learning to:**

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing.

**Children in reception will be learning to:**

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspectives of others.
- Manage their own needs - personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing - regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

**Across KS1 and KS2, we have created a Relationships, and Health Education curriculum for each year group using half termly topics.**

Healthy and happy friendships

This topic explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.

Similarities and differences

This topic explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.

### Caring and responsibility

This topic focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.

### Families and committed relationships

This topic explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.

### Healthy bodies, healthy minds

This topic explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.

### Coping with change

This topic explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Y1</b>	Making friends and getting along	Our special people	Amazing bodies
	Recognising strengths and respecting differences	The importance of family	Growing and changing
<b>Y2</b>	What makes a happy friendship?	Special people in our communities	Staying safe and healthy
	Strengths, abilities and stereotypes	The diversity of families	Growing up and setting goals
<b>Y3</b>	Being a good friend	Responsibilities and boundaries	Sleep, food and hygiene
	Valuing and respecting one another	Different types of committed relationships	Coping with feelings and when things change
<b>Y4</b>	Influences and personal choices	Solving friendship difficulties	Right and responsibilities
	Personal safety & Hygiene	Identity and diversity	Families and another relationships
<b>Y5</b>	Changing friendships	Caring in the community	Valuing our bodies and minds
	Celebrating strengths and setting goals	Healthy, committed relationships	Puberty and emotions
<b>Y6</b>	Relationships and feelings	Being the best me	Coping with emotional effects of life changes
	Respectful behaviour online and off line	Responsible behaviour as we get older	Starting a family (sex & relationships education)

## **Time and Organisation**

RSHE is taught weekly in every year group. Pupils are taught in groups and as a class, according to the nature of the learning task. To deliver our curriculum, we use the Discovery Education Health and Relationships Programme in dedicated lesson time, in addition to cross-curricular learning through science, topic work and assemblies. The programme lessons progress from year 1 to year 6 with activities and videos to make learning engaging and enjoyable for our pupils, as well as developing their learning and understanding in an age-appropriate way.

Teachers will answer any questions from children in an age-appropriate and factual way, without personal bias or judgement. All teachers will have boxes in their classrooms where pupils can post questions anonymously if they wish. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our published safeguarding policy.

## **Special Needs and Classroom Support**

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

## **Pupils' Record of Their Work**

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos and IPADs as well as recording work in their RE books. Class RSHE Discussion books are used to capture thoughts, reflections and responses generated in lessons where the main method of teaching and learning has been discussion rather than written work/recording.

## **Resources**

Every class uses the videos and resources from the Discovery Education Health and Relationships Programme. Teachers and children also have access to age-related topic books relating to the key areas being studied.

## **Monitoring and Assessment**

Pupils are monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, practical tasks and discussion.

## **Relationships Education**

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils should be taught content on:

- families and people who care for me, caring friendships
- respectful relationships
- online relationships
- being safe

## **Health Education**

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils should be taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention, basic first aid
- changing adolescent body

## **Sex Education**

Sex education is not compulsory in primary school. However, as recommended by the Department for Education, we teach the statutory and non-statutory elements of sex education in an age-appropriate manner in Year 5 and Year 6.

Year 5	Coping with change	How puberty (statutory) changes can affect our emotions and feelings and ways to manage this; questions about puberty and change, including periods/menstruation (statutory) and wet dreams.
Year 6	Families and committed relationships	Sex education: adult relationships and human reproduction, including different ways to start a family.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

## **Consultation with Parents**

Government guidance (2019) requires that all schools in England consult with parents when developing their curriculum and policy on Relationships Education. Parents were consulted prior to the development of our RHE curriculum. Parents continue to be consulted annually regarding our Sex Education lessons as part of our RSHE curriculum.

## **Right to withdraw**

Parents cannot withdraw their child from Relationships and Health Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe. In line with legislation, parents have the right to withdraw children from the non-statutory elements of sex education lessons in Year 5 and 6. If you would like to exercise the right to excuse your child from these lessons, please send a letter direct to school for the attention of the Headteacher, explaining your request.



# THE WILLOWS PRIMARY SCHOOL

## SUBJECT LEADER Roles & Responsibilities

**To monitor the subject and be able to comment on**

- Standards throughout the school
- Progression of skills throughout the school

**Gather evidence on the quality of provision within the subject through monitoring/evaluation**

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

**Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff**

**To be able to identify the quality of provision in the subject**

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

**To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2**

**To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school**

- Order replacement/new resources in liaison with HT

**Report on your subject to the HT**

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

**Co-ordinate Governor visits, when requested, following liaison with the HT**

**Maintain CPD of yourself and other staff with a focus on your subject area**

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

**Maintain the subject policy for the school**

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

**To advise and assist staff with the teaching and learning of the subject**

**Maintain a Subject Leader file**

***In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand***