

Policy for  
Relationship, Social and  
Health Education (RSHE)



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# RSHE Policy

## 1 Intention

At Priorslee Academy, we aim to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. In Reception, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Throughout both KS1 and KS2, respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

When teaching relationships content, teachers address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online.

When teaching about families, teachers use their knowledge of the pupils and their circumstances to ensure that there is no stigmatisation of children based on their home circumstances and needs in order to reflect sensitively that some children may have a different structure of support around them.

At Priorslee Academy, we aim to cultivate a range of character traits and positive personal attributes, (our 'Value of the Term') in the children.

In a school wide context we aim to encourage:

- Friendship
- Self-Belief
- Perseverance

- Tolerance
- Independence
- Honesty and Trust
- Respect

## 2 Implementation

At Priorslee Academy we use the Shropshire Respect Yourself; Eat Better, Move More program for RSHE. It is taught through blocked units of work (one per term), delivered by the class-teacher or HLTA.

From the beginning, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter.

### **In EYFS, the children are taught:**

- New Beginnings, rules and routines
- Kindness and being a good friend
- Relationships
- Getting on and Falling out
- Water Safety
- NSPCC Underwear Rule

### **In KS1, children are taught:**

- Amazing me
- Same but different
- Animals and their babies
- I can do
- Being Safe
- Hygiene
- Road Safety
- Water Safety
- NSPCC Underwear Rule

### **In Lower KS2, children are taught:**

- Growing Up
- Changes
- Fact and Fiction
- Life Cycle
- Keeping Safe
- Knowing our Bodies
- Periods
- Friendship
- Road Safety
- Water Safety

- NSPCC Underwear Rule
- Healthy Choices (Y4)
- What and Who helps (Y4)
- Celebrating (Y4)

**In Year 5 children are taught:**

- Puberty
- Menstruation
- Reproduction
- Pregnancy and Birth
- Healthy Choices
- What and Who helps
- Celebrating
- NSPCC Underwear Rule
- Road Safety

There is a special unit for Year 6 that focuses on the transition into Secondary School.

**In Year 6, children are taught:**

- Valuing ourselves
- Changes
- Puberty
- Knowing our bodies
- NSPCC Underwear Rule
- Water Safety

Online Safety is taught through our ICT curriculum, Healthy Eating is taught through our Science and DT curriculum and Physical Health is taught through our PE curriculum.

**Impact**

**By the end of Primary School, children should know:-**

**1) Families and people who care for me**

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care

- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

## 2) Caring friendships:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### 2.1.1 3) Respectful relationships:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- what a stereotype is, and how stereotypes can be unfair, negative or destructive

- the importance of permission-seeking and giving in relationships with friends, peers and adults

#### 2.1.2 4) Online relationships

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

#### 2.1.3 5) Being safe:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

### **Dream**

- At least one piece of written RSHE each half term.
- Increased staff confidence in the delivery of the new RSE curriculum,
- Children have good morals and are able to think for themselves.

## **SEND**

Priorslee Academy is an inclusive school, enabling all of our pupils to reach their full potential, regardless of their starting point.

We ensure that all children, including those with SEND, get the support they need in order to achieve this in RSHE by:

- understanding the pupils' special educational needs
- providing high-quality teaching, differentiated to meet individual pupils' needs
- ensuring that pupils with SEND engage in RSHE activities alongside their peers.

In RSHE welcome our duties under the Equality Act 2010. These duties are:

- eliminating discrimination
- fostering good relationships
- advancing equality of opportunity
- We are committed to:
- promoting equal opportunity for all
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships in RSHE

## **Assessment**

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels.

Using the principles and processes of assessment, we aim to:

- Baseline all pupils starting points
- Monitor progress and support learning
- Recognise the achievements of pupils and identify any areas of development
- Inform pupils of their progress and next steps
- Guide planning, teaching, additional support, curriculum development and resources

- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirements

## **Types of Assessment**

### **Formative:**

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

### **Summative:**

- Subject leaders (core) will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school training.
- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet individual pupil and national expectations.

## **Pupil Premium**

The aim of the government's pupil premium is to raise achievement among disadvantaged pupils, diminishing the difference between them and their peers. The funding was introduced in April 2011 and is targeted at pupils aged 4-16, from low income families who are eligible for Free School Meals (FSM) or any Looked After Children (LAC). Pupil Premium funding also extends to children of service personal.

We ensure that all children, including those who are recognised as Pupil Premium, get the support they need in order to achieve in RSHE by:  
 understanding social and educational barriers that pupils face  
 Providing quality first teaching and differentiating activities or resources  
 Ensuring that children can access and are engaged in RSHE activities alongside their peers

We are committed to:

- Developing cultural capital to increase social mobility
- Enabling more pupils from disadvantaged backgrounds to reach their potential and go on to further education.
- Reducing the attainment gap between the highest and lowest achieving pupils



- Supporting self-confidence, motivation and overall well-being.

## **Gifted and Talented**

Priorslee Academy values all children equally and endeavours to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

We ensure that all children, including children who have been recognised as Gifted or Talented, get the support they need in order to foster a love of learning and progress in RSHE by:

- Understanding the pupils' strengths and/or area of talent
- Providing quality first teaching through differentiated tasks which support stretch and challenge
- Ensuring that Gifted and Talented pupils are engaged in RSHE

We are committed to:

- Promoting scholarship through a wide range of whole school initiatives
- Making links across the curriculum to allow pupils to demonstrate and exercise their skills
- Celebrating the achievements and success of all pupils.

## **EAL**

At Priorslee Academy we are committed to being able to offer a curriculum which recognises the provision needed for the teaching of pupils for whom English is an additional language. As a school we will value the diversity, culture, language and heritage of all pupils.

We ensure that all children, including those recognised as having English as an Additional Language (EAL) get the support they need in order to achieve this in RSHE by:

- Understanding the EAL spectrum and recognising if pupils are new to the English language, what their competency of the English Language is, or if English is their first language but they are exposed to another or multiple languages at home.
- Provide quality first teaching and differentiated activities which will scaffold pupils' knowledge of RSHE as well as the acquisition of the English language.

We are committed to:

- Celebrating the diversity, different languages, and pupils' heritage

- Promoting Modern British Values
- Promoting equality for all.

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#### 4 Health and Safety

- Staff will follow school risks assessments when delivering RSHE.
- All teaching staff are qualified first aiders in case of accidents.
- If pupils are to be taken off school premises to support the RSHE curriculum, appropriate risk assessments will have carried out prior to the lesson and parental consent obtained.

##### 4.1 Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.