

# Policy for Relationship, Social and Health Education (RSHE)



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# RSHE Policy

## 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 the 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 our school values of:

- Kindness
- Respect
- Independence
- Courage
- Honesty
- Resilience

### **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education (how babies are made and born) delivered as part of statutory RSE. There is no right to withdraw from Relationships Education or Health Education.

Before granting any such request it would be good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the head teacher discussing with parents 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 (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

## Implementation

At Priorslee Academy we use a variety of programs to ensure we cover the Relationship Education (RSE) and Health Education as laid out by the Government.

We use elements of:-

- Jigsaw
- NSPCC's Underwear Rule (PANTS)
- Expect Respect - Healthy Relationships

RSHE is taught through blocked units of work (delivered over a half term) led by the class-teacher. Correct terminology will be used in class to avoid confusion. For example, Key Stage 1 Science and RSHE lessons will include naming external parts of the body including sexual organs.

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

At the start of each term, a letter will be sent to all parents and carers informing them of the elements of the RSHE curriculum that will be taught that term. Parents will be able to contact either the RSHE lead (Caroline Bagshaw) or their child's class teacher to discuss any concerns that they have or to find out further information about what will be taught.

Parents have the right to request that their child be withdrawn from some or all of sex education (how babies are made and born) delivered as part of

statutory RSE. There is no right to withdraw from Relationships Education or Health Education (see section above, 'Right to be excused from Sex Education').

### Dealing with Questions

During the Relationships aspect of the RSHE programme, children will be encouraged to ask questions, this could be using the 'Worry Monster' or 'Worry Box' anonymously or generally as part of a lesson. Some questions may need further consideration and as such do not need to be answered directly.

Questions will be answered sensitively, honestly, and appropriate to the age and understanding of children, either in class, individually or referring to the child's parent.

### Disclosure

Teachers are aware that effective RSHE teaching can raise many discussions and reflections. For instance, it brings an understanding of what is and what is not appropriate in a relationship, and this can lead to a disclosure of a child protection issue. Visitors/external agencies which support the delivery of RSHE will be accompanied and any disclosures that may be made can be followed up by the trained staff in school. All staff will consult with the designated safeguarding lead or in their absence and this will be followed up in accordance with the Safeguarding Policy.

### Resources

Resources used will be appropriate to the maturity and understanding of children. Resources will be inclusive in terms of images, language, and learning styles and will avoid racism, sexism, gender, and transphobic stereotyping.

We incorporate, and encourage mutual respect in social, moral, spiritual, and cultural issues, encouraging our children to think about their place and roles as citizens.

### In EYFS, the children are taught:

- Anti-Bullying Week (incorporating the NSPCC 'Speak out, Stay safe')
- Internet Safety
- NSPCC Underwear Rule (PANTS)
- Being Me
- Celebrating Me
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These units are in line with the PSED statements in the Foundation Stage Curriculum.

Personal, Social and Emotional Development
<ul style="list-style-type: none"><li>• 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.</li></ul>
<ul style="list-style-type: none"><li>• Develop their sense of responsibility and membership of a community.</li></ul>
<ul style="list-style-type: none"><li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li><li>• Show more confidence in new social situations.</li></ul>
<ul style="list-style-type: none"><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li></ul>
<ul style="list-style-type: none"><li>• Increasingly follow rules, understanding why they are important.</li><li>• Remember rules without needing an adult to remind them.</li></ul>
<ul style="list-style-type: none"><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts.</li><li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li></ul>
<ul style="list-style-type: none"><li>• Understand gradually how others might be feeling.</li></ul>
<ul style="list-style-type: none"><li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li><li>• Make healthy choices about food, drink, activity and toothbrushing.</li></ul>

Pre-School

Personal, Social and Emotional Development
<b>Self-Regulation</b> <ul style="list-style-type: none"><li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li><li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li><li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li></ul>
<b>Managing Self</b> <ul style="list-style-type: none"><li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li><li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li><li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li></ul>
<b>Building Relationships</b> <ul style="list-style-type: none"><li>• Work and play cooperatively and take turns with others.</li><li>• Form positive attachments to adults and friendships with peers.</li><li>• Show sensitivity to their own and to others' needs.</li></ul>

Reception

### In KS1, children are taught:

- Healthy Me
- Anti-Bullying Week (incorporating the NSPCC 'Speak out, Stay safe' and lessons from Celebrating Difference from Jigsaw)
- Internet Safety
- NSPCC Underwear Rule (PANTS)
- Relationships
- Changing Me
- Expect Respect - Friends, Secrets and People who can help us, Gender, Career and Assumptions
- Sun Safety
- Water Safety (Lakes)

### In Lower KS2, children are taught:

- Road Safety
- Relationships
- Anti-Bullying Week (incorporating the NSPCC 'Speak out, Stay safe' and lessons from Celebrating Difference from Jigsaw)
- Internet Safety
- Fire Safety
- NSPCC Underwear Rule (PANTS)
- Healthy Me
- Changing Me
- Expect Respect - Resolving conflict and where to get help, Examining violence, excuses and where to get help
- Healthy Teeth and Gums
- Water Safety - Living with water

**In upper KS2, children are taught:**

- Healthy Me
- Road Safety
- Anti-Bullying Week (incorporating the NSPCC 'Speak out, Stay safe' and lessons from Celebrating Difference from Jigsaw)
- Internet Safety
- NSPCC Underwear Rule (PANTS)
- Relationships
- Expect Respect - Secrets and Stories, My Online Identity, Court Room Game
- Changing Me
- Celebrating Difference (Racism, Does Money Matter)
- Water Safety
- Crucial Crew
- STAR Project

Many topics from RSHE are enhanced through other areas of the curriculum, such as

- Online Safety in our ICT curriculum
- Healthy Eating in our Science and DT curriculum
- Physical Health in our Science and 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

## 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

#### 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

#### 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

## **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, we 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**

We have the same high expectations of the quality of pupils' work in RSHE as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be assessed and assessments used to identify where pupils need extra support or intervention.

Whilst there is no formal examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which

demonstrate how teachers can assess outcomes. For example, children's self-assessment and teacher own assessment against lesson success criteria.

## **Types of Assessment**

We will assess the pupils; learning through valuing and recognising what pupils have done or completed successfully, thereby raising their self-esteem.

- 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.

### **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.

Evidence of formative assessments in RSHE will be seen through annotations of lesson plans and/or PowerPoint presentations as well as assessment against lesson success criteria.

### **Summative:**

There should be at least one piece of written RSHE per unit, each half term.

At the end of a unit, children will create a poster/mind map, showing what they have learnt from the lessons and topics that they have been taught.

## **Monitoring and Evaluation**

The RSHE Lead is responsible for monitoring the standards of children's work and the quality of teaching.

They support colleagues in the teaching of RSHE, by giving them information about current developments in the subject.

## **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 the 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 engage 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.

## 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 been carried out prior to the lesson and parental consent obtained.

## Review

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