



Rockwell Green Church of England Primary School

RSHE Policy

Status:	STATUTORY
Responsible person:	RSHE Subject Leader
Responsible Governor:	
Ratified by the Head Teacher:	January 2023
Date first approved by the Governing Body:	January 2021
Review Period:	Annually
Review Date:	January 2024

Rockwell Green Primary School considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social and Health Education (PSHE) and Citizenship curriculum, and is linked to that for Science. We aim to offer pupils a carefully planned programme on human development, health, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors. The school believes that the responsibility for planning and delivering this curriculum lies firmly with the teaching staff based on the needs of all pupils. RSHE is taught by classroom teachers, sometimes supported by classroom assistants / support staff and occasionally the school nurse or other outside agencies.

OUR AIMS - INTENT

The purpose of this policy is to explain the aims of RSHE. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community: parents, staff, governors and pupils have a shared understanding of RSHE.

The overarching aim is for young people to be equipped with the information and skills they need in order to:

- Be Healthy (physically, sexually, emotionally)
- Stay Safe (from maltreatment, neglect, violence, sexual exploitation, bullying, discrimination, crime and antisocial behaviour in and out of school) including online
- Enjoy and Achieve (attend school regularly, enjoy personal achievements, social development and recreation)
- Make a Positive Contribution (contribute to decisions, support the community, understand and abide by the law; develop positive relationships and self-confidence)
- Achieve economic well being

STATUTORY REQUIREMENTS

The Education Act 2002 sets out the statutory duties which all schools, including academies, are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life'

The Education Act 1996, as amended by the Learning and Skills Act 2000, requires headteachers and governing bodies to have regard to national guidance on Sex and Relationships Education in schools and to protect children from unsuitable teaching and materials. Under the Children Act 2004 schools have a duty to promote the well-being of their pupils and good quality RSHE contributes to this duty. Further, we recognise that as a school we have a responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. Relationships Education became statutory in all schools from September 2020. The law requires that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. While parents cannot withdraw their children from relationship education they have the right to withdraw from the non-statutory sex education.

IMPLEMENTATION: TEACHING AND LEARNING

A variety of teaching strategies should be used. These should include;

- the early setting of ground rules
- the use of distancing techniques
- pre-arranged ways of dealing with questions and time for reflection
- Use of such strategies will create a safe learning environment for staff and pupils alike

At Rockwell Green Primary School we follow the Coram Life Education scheme of work. Coram Life Education takes a three strand approach addressing children's knowledge, skills and attitudes, and programmes are aligned with the National Curriculum, covering all Key Stages. During their yearly visit Coram Life Education helps Rockwell Green Primary School meet their statutory requirements for children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare.

Content will be accessible to all pupils including SEND. We recognise the fact that we have children of differing ability in all our classes including those with SEN, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

RHSE CURRICULUM PLANNING

Alongside our Life Box visit from Coram, online teacher resources called SCARF (which stands for Safety, Caring, Achievement, Resilience and Friendship) provide a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially. Mapped to the PSHE Association programmes of study, SCARF is a framework consisting of lesson plans, online planning and assessment tools. SCARF is a whole-school approach to promoting behaviour, safety, achievement and wellbeing. Teachers follow the schemes of work from EYFS to Year 6 as outlined in the appendix.

SCIENCE CURRICULUM

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle
- We have chosen to teach Sex Education through SCARF

ASSESSMENT AND RECORD KEEPING

SCARF supports and contributes to the EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly Personal Social, Emotional Development (PSED), and Communication and Language. As with all Early Years practice, the focus for SCARF assessment is through teacher observation. Opportunities for assessment can be found in the Continuous Provision enhancements and throughout other activities. SCARF Early Years plans form part of a spiral curriculum that provides the essential building blocks needed to meet the DfE's new Relationships Education and Health Education requirements, statutory from September 2020. Content of SCARF plans takes into account the end of primary school requirements.

Succinct 'I can' statements that summarise learning against the unit's key learning outcomes are available that can be completed at the end of each unit.

At Rockwell Green C of E Primary School assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking learning and feedback will be guided by the school's Feedback Policy.

THE ROLE OF PARENTS

The school is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum.
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE and Citizenship programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

ROLE OF THE SUBJECT LEADER

The subject leader will create a subject leader plan that will be used to reflect and evaluate upon the impact of the proposed delivery. The RSHE subject leader is responsible for identifying pupils needs and then either organising or delivering professional development for staff.

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: My self My money My environment	Growth Mindset Keeping by body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem