Holy Trinity CE (VA) Primary School

Policy name: **RSHE Policy**

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Governor committee: **n/a**

Approved by: **Headteacher**

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INTRODUCTION

The Relationships Education, Relationships and Sex Education and Sex and Health Education, made under Sections 34 and 35 of the Children and Social Work Act 2017 make Relationships Education compulsory for all pupils receiving primary education from September 2020.

DFE : 'Today's children and young people are growing up in an increasingly complex world and are living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

BIG IDEAS

Our RHE/PSHE Curriculum in based on seven big ideas:

- Safety
- Health
- Respect
- Independence
- Empathy
- Diversity

Safety

We teach the children how to keep themselves safe at home, in school, in the wider world both online and offline **so that** children can make the right decisions when faced with challenges and risks, which in turn leads to a safe and healthy life.

Health

We teach the children how to look after their physical and mental health **so that** they can take care of themselves, build positive social, emotional behaviours and thinking and communication skills which lays a foundation for positive wellbeing in later life.

Respect

Our curriculum teaches our children about respecting others **so that** they will develop positive relationships with family, friends and communities throughout their life, but also ensuring children treat others the way they want to be treated. In doing so they will be open minded, tolerant, good listeners and have good manners.

Independence

We teach children the importance of being independent **so that** they are prepared for the next steps in life and the changes that come with growing up, such as feelings, physical growth and transition.

Empathy

Our curriculum encourages children to feel empathy **so that** they can consider the feelings of others, which in turn helps them to understand and articulate their own feelings leading to improved mental health and wellbeing.

Diversity

We teach the children about diversity so that children are respectful towards everyone despite differences and they can celebrate the differences in all people, which in turn improves mental health and wellbeing and encourages children to flourish in their uniqueness.

PHASE MILESTONES

Early years

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.

Key Stage 1

All children from years 1 – 6 will be taught the following units in RSHE:
  - Families and Friendships, Safe Relationships, Respecting Ourselves and Others, Physical and Mental Wellbeing, Keeping Safe and Growing and Changing.

By the end of Key Stage 1 children are taught to:

  - People who care for them should include , e.g. parents, siblings, grandparents, relatives, friends, teachers.
  - The role these different people play in children's lives and how they care for them.
  - What it means to be a family and how families are different, (eg. Single parents, single sex parents).
  - Children should know the importance of telling someone — and how to tell them — if they are worried about something in their family.
  - How to be a good friend, e.g. kindness, listening, honesty.
  - About different ways that people meet and make friends.
  - Strategies for positive play with friends, e.g. joining in, including others, etc.
  - About what causes arguments between friends and how to positively resolve arguments between friends.
  - How to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else
  - About situations when someone's body or feelings might be hurt and whom to go to for help.
  - About what it means to keep something private, including parts of the body that are private.
  - To identify different types of touch and how they make people feel (e.g. hugs,tickling, kisses and punches).
  - How to respond if being touched makes them feel uncomfortable or unsafe.
  - When it is important to ask for permission to touch others.
  - How to ask for and give/not give permission.
  - How to recognise hurtful behaviour, including online.

- What to do and whom to tell if they see or experience hurtful behaviour, including online.
- About what bullying is and different types of bullying.
- How someone may feel if they are being bullied.
- About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.
- How to resist pressure to do something that feels uncomfortable or unsafe.
- How to ask for help if they feel unsafe or worried and what vocabulary to use
- What kind and unkind behaviour means in and out school.
- How kind and unkind behaviour can make people feel.
- What does respect mean?
- About class rules, being polite to others, sharing and taking turns.
- About the things they have in common with their friends, classmates, and other people.
- How friends can have both similarities and differences.
- How to play and work cooperatively in different groups and situations.
- How to share their ideas and listen to others, take part in discussions, and give reasons for their views
- Children should recognise the main stages of the human life cycle (baby, child, adult).
- Children should recognise the process of growing takes time and describe what changes when people grow from young to old.
- Identify ways we are more independent now than when we were younger.
- Describe our feelings about growing and changing.
- Describe gender similarities and differences between ourselves and others
- Challenge simple stereotypes about boys and girls
- Recognise and use the correct names for main parts of the body
- I know how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines.
- I know to help keep myself safe in familiar and unfamiliar environments, such as in school, online and 'out and about'
- I know to respond if there is an accident and someone is hurt.
- I know about whose job it is to keep us safe and how to get help in an emergency ,including how to dial 999 and what to say..
- I know how rules can help to keep us safe.
- I know why some things have age restrictions, e.g. TV and film, games, toys or play areas.
- I know basic rules for keeping safe online.
- I know whom to tell if I see something online that makes me feel unhappy, worried, or scared.
- I can identify potential unsafe situations, who is responsible for keeping me safe in these situations, and steps I can take to avoid or remove myself from danger.
- I know how to help keep myself safe at home in relation to electrical appliances, fire safety and medicines/household products.
- I know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.

Key Stage 2

By the end of Key Stage 2 children are taught:

- To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.
- That being part of a family provides support, stability and love.
- About the positive aspects of being part of a family, such as spending time together and caring for each other.
- About the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty.

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- To identify if/when something in a family might make someone upset or worried.
- What to do and whom to tell if family relationships are making them feel unhappy or unsafe.
- About the features of positive healthy friendships such as mutual respect, trust and sharing interests.
- Strategies to build positive friendships.
- How to seek support with relationships if they feel lonely or excluded.
- How to communicate respectfully with friends when using digital devices.
- How knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know.
- What to do or whom to tell if they are worried about any contact online.
- What is appropriate to share with friends, classmates, family and wider social groups including online.
- About what privacy and personal boundaries are, including online.
- Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision.
- That bullying and hurtful behaviour is unacceptable in any situation.
- About the effects and consequences of bullying for the people involved.
- About bullying online, and the similarities and differences to face-to-face bullying.
- What to do and whom to tell if they see or experience bullying or hurtful behaviour.
- To differentiate between playful teasing, hurtful behaviour and bullying, including online.
- How to respond if they witness or experience hurtful behaviour or bullying, including online.
- Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable.
- How to manage pressures associated with dares.
- When it is right to keep or break a confidence or share a secret.
- How to recognise risks online such as harmful content or contact.
- How people may behave differently online including pretending to be someone they are not.
- To recognise respectful behaviours e.g. helping or including others, being responsible.
- How to model respectful behaviour in different situations e.g. at home, at school online.
- The importance of self-respect and their right to be treated respectfully by others.
- What it means to treat others, and be treated, politely and the ways in which people show respect and courtesy in different cultures and in wider society.
- To recognise differences between people such as gender, race, faith.
- To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations.
- About the importance of respecting the differences and similarities between people.
- A vocabulary to sensitively discuss difference and include everyone.
- What makes a healthy friendship and how they make people feel included and strategies to help someone feel included.
- About peer influence and how it can make people feel or behave.
- The impact of the need for peer approval in different situations, including online and strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.
- That it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile differences in friendships.

- That friendships can change over time and the benefits of having new and different types of friends.
- How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable and when and how to seek support in relation to friendships.
- What it means to be attracted to someone and different kinds of loving relationships.
- That people who love each other can be of any gender, ethnicity or faith.
- The difference between gender identity and sexual orientation and everyone's right to be loved.
- About the qualities of healthy relationships that help individuals flourish.
- Ways in which couples show their love and commitment to one another, including those who are not married or who live apart.
- What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults.
- That people have the right to choose whom they marry or whether to get married.
- That to force anyone into marriage is illegal.
- To compare the features of a healthy and unhealthy friendship.
- About the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.
- Strategies to respond to pressure from friends including online.
- How to assess the risk of different online 'challenges' and 'dares'.
- How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.
- How to get advice and report concerns about personal safety, including online
- What consent means and how to seek and give/not give permission in different situations.
- To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.
- How to ask for, give and not give permission for physical contact.
- How it feels in a person's mind and body when they are uncomfortable and that it is never someone's fault if they have experienced unacceptable contact.
- How to respond to unwanted or unacceptable physical contact.
- That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.
- To recognise that everyone should be treated equally and why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
- What discrimination means and different types of discrimination e.g. racism, sexism, homophobia.
- To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.
- The impact of discrimination on individuals, groups and wider society and ways to safely challenge discrimination and how to report discrimination online.
- About the link between values and behaviour and how to be a positive role model.
- How to discuss issues respectfully.
- How to listen to and respect other points of view.
- How to constructively challenge points of view they disagree with.
- Ways to participate effectively in discussions online and manage conflict or disagreements

- Identify some of the physical changes that happen to bodies during puberty.
- Explain that puberty begins and ends at different times for different people.
- Use scientific vocabulary for external male and female body parts/genitalia.
- Explain how and why it is important to keep clean during puberty
- Describe ways of managing physical change during puberty
- Respond to questions and give advice to others about puberty
- Describe how emotions and relationships may change during puberty
- Explain where we can get the help and support we need in relation to puberty.
- Use scientific vocabulary for external and internal male and female body parts
- Explain what happens during menstruation (periods) scientifically.
- Explain what is meant by ejaculation and wet dreams.
- Describe the physical and emotional changes that occur during puberty and how to manage these
- Identify myths and facts about puberty, and what is important for a young person to know
- Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us
- Describe some changes that happen as we grow up
- Identify the range of feelings associated with change, transition to secondary school and becoming more independent
- Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
- Identify different kinds of loving relationships
- Describe the qualities that enable these relationships to flourish
- Explain the expectations and responsibilities of being in a close relationship
- Recognise how relationships may change or end and what can help people manage this
- Identify the links between love, committed relationships / marriage, and conception
- Explain what sexual intercourse is, and explain that this may be one part of an intimate relationship between consenting adults
- Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)
- I know how to identify typical hazards at home and in school.
- I know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen.
- I know about fire safety at home including the need for smoke alarms.
- I know the importance of following safety rules from parents and other adults.
- I know how to help keep myself safe in the local environment or unfamiliar places, including road, rail, water and firework safety
- I know the importance of taking medicines correctly and using household products safely.
- I can recognise what is meant by a 'drug' and that drugs are common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and

medicines) can affect health and wellbeing.
- I can identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects.
- I can identify some of the risks associated with drugs common to everyday life and that for some

people using drugs can become a habit which is difficult to break.

- I know how to identify when situations are becoming risky, unsafe or an emergency.
- I can identify occasions where I can help take responsibility for their own safety.
- I can differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour.
- I know how to deal with common injuries using basic first aid techniques.
- I know how to respond in an emergency, including when and how to contact different emergency services.
- I know how to protect personal information online.
- I know how to identify potential risks of personal information being misused.
- I have strategies for dealing with requests for personal information or images of myself.
- I can identify types of images that are appropriate to share with others and those which might not be appropriate.
- I know what images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be.
- I know what to do if I take, share or come across an image which may upset, hurt or embarrass me or others.
- I know how to report the misuse of personal information or sharing of upsetting content/images online.
- I know about the different age rating systems for social media, T.V, films, games and online gaming,
- I know why age restrictions are important and how they help people make safe decisions about what to watch, use or play,
- I know about the risks and effects of different drugs and about the laws relating to drugs common to everyday life and illegal drugs.
- I can recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
- I know about the organisations where people

INTENT

Our subject leader has determined the intent of our RSHE curriculum to ensure that it is aspirational for all learners and so that lessons and sequences of lessons always build upon prior learning.

Curriculum intent documents for all year groups can be found here:

RSHE | Holy Trinity Primary (holytrinityossett.co.uk)

IMPLEMENTATION

Class teachers in each unit use PPA time to plan lessons and activities that effectively deliver our curriculum intent. They use a range of storybooks, and PSHE Association/1 Decision resources to ensure our pupils have a broad and purposeful understand of the content of our curriculum. New skills and concepts are explained and modelled to the children. Children are then given sufficient time to practise and consolidate learning through independent and group tasks using a variety of teaching

techniques, such as drama, role play, discussion. Learning is regularly revisited to ensure children retain prior learning and are able to build upon it and deepen their knowledge and understanding. Wherever possible, learning outcomes are real and purposeful so that children can make the link between what they learn and why they learn it.

IMPACT

Our subject leader has developed impact documents to enable class teachers to regular check the impact our RSHE curriculum is having on pupils. By regularly checking understand and asking pupils to recall their learning, retention of skills and knowledge is improved.

Curriculum impact documents for all year groups can be found here:

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RESOURCES

The school acknowledges the need to continually maintain, update and develop its resources and to make progress towards a consistent, compatible infrastructure by investing in resources that will effectively deliver our curriculum intent.

Our resources include:

- PSHE Association subscription, allowing access to all updated teaching materials and recent news and changes.
- 1 Decision Kitemark assured subscription which allows children to view videos and access resources aligning with various areas of the RSHE curriculum.
- Storybooks centred around family and friendships.
- Storybooks centred around diversity.
- Storybooks centred around growing up.

INCLUSION

At Holy Trinity, we plan to provide for all pupils to achieve, including boys and girls, higher achieving pupils, those with SEN, pupils with disabilities, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds. In RSHE, effective differentiation is implemented to ensure all children can access the curriculum and make progress. Where necessary, pupils will receive additional adult/peer support, they will be set adapted tasks and they may access the learning in a smaller group away from the classroom.. Activities are encouraged to be centred around pupil voice, through drama, discussion and role play where possible. SEN needs will be met with the support of SEN lead and RSHE lead where appropriate, through 1:1 teaching and small group teaching.

THE ROLE OF PARENTS

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

- Inform parents about the school's sex education policy and practice

- Answer any questions that parents may have about the sex education of their child

- Take seriously any issue that parents raise with teachers or governors about this.

Parents have the right to withdraw their child from the conception part of the RSHE curriculum that we teach in our school at year 6. If a parent wishes to withdraw their child they will be granted this with immediate effect from the Headteacher. All resources used are from PSHE Association, or have been recommended by PSHE Association, and are high quality age appropriate resources.

CONFIDENTIALITY

Teachers conduct health and sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the Safeguarding Policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy and Child Protection Policy.)

ASSESSMENT

Teachers will use Assessment for Learning strategies to assess children's work and progress in RSHE lessons. On completion of a piece of work, the teacher assesses the work, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work. Teachers input formal assessment data into the school tracker at mid and end of year.

MONITORING OF STANDARDS

The monitoring of the standards of the children's work and of the quality of teaching in RSHE is the responsibility of the subject lead. The RHSE lead is also responsible for supporting colleagues in their teaching of RSHE, keeping staff informed about current developments in the subject, and for providing a strategic lead and direction for RSHE in the school. An annual subject improvement plan is drawn up and discussed with the Headteacher and priorities acted upon in order to improve future attainment and RSHE facilities.

The RSHE lead conducts lesson observations and carries out work scrutiny to monitor the effectiveness of the teaching of RSHE. Constructive, developmental feedback is offered to staff following this process.

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