

Relationships, Sex and Health Education (RSHE) Eastover Primary School



**Approved by the Governing Body of
Eastover Primary School**

Signed by:

NameMrs B Cockerell.....

Signature: *B. Cockerell.*

Introduction

Eastover Primary School staff and governors believe Relationships, Sex and Health Education (RSHE) is an important part of every child's entitlement to receive a relevant well-rounded education which nurtures:

- the spiritual, moral, cultural, physical, social, mental and emotional well-being of pupils;
- sex and relationships education
- community cohesion and preparing our children for the opportunities, responsibilities and experiences that they might face in life;
- provides information about keeping healthy and safe, both emotionally and physically.

Eastover Primary School aims to teach RSHE in such a way that is consistent with scientific truths, fundamental British values and sound pedagogy. Therefore, some aspects of RSHE are covered in Science, Computing, Religious Education and RSHE.

At Eastover Primary School, we will use the statutory guidance, legal frameworks alongside other teaching resources to help the children develop within three core strands:

- living in the wider world
- relationships
- health and well being

Research demonstrates that good, comprehensive RSHE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

Openness with parents/carers and other stakeholders

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise.

At Eastover, we teach aspects of RSHE as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

A hard copy of this policy is provided free of charge to anyone who asks for one and is published on the school website.

Aims and objectives for RSHE

At Eastover, we will ensure that the content of the RSHE curriculum reflects the school's values and aims as well as our statutory duties and within all legal frameworks.

We understand that each and every one of us has a responsibility to ensure that every adult and child feels safe, respected, valued and welcome at Eastover Primary School.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. 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.

It is our intention that all children have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required.

RSHE will be taught in the context of relationships. In addition, RSHE will promote self-esteem, emotional health and well-being and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others – at home, school, work and in the community.

RSHE will focus on the development of skills and attitudes not just the acquisition of knowledge. The aim of RSHE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions.

By the end of Key Stage 2, all pupils are expected to have covered the aspects identified in the three strands:

Physical Health and Mental Wellbeing

- To know and understand what constitutes a healthy lifestyle.
- Know how to maintain physical, mental and emotional health and wellbeing.
- Be aware of safety issues, including how to respond in an emergency.
- Know how to manage change, including puberty, body changes, transition and loss.

Relationships

- Develop and maintain a variety of healthy relationships within a range of social and cultural contexts.
- Know how to recognise and manage emotions within a range of relationships
- Know how to recognise risky or negative relationships, including all forms of bullying and abuse, and ask for help.
- Know how to respect equality and diversity in relationships.

Living in the wider world

- Know the importance of responsible behaviours and actions.
- Be responsible and independent members of the school community.
- Knowing about the importance of respecting and protecting the environment.
- Develop self-confidence and self-esteem in an image conscious world.
- Develop good relationships with other members of the school and the wider community.
- Know about where money comes from, keeping it safe and the importance of managing it effectively.

Curriculum coverage

Early Years Foundation Stage curriculum context for learning about RSHE

In the Early Years Foundation Stage, Relationships and Health Education is encouraged through the 'Personal, Social and Emotional Development' curriculum. The delivery of learning is about making connections and is strongly linked to play. Relationship and Health Education is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities to share and enjoy a range of different activities. The children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole school activities.

Key Stage 1 and 2

In these key stages, teachers teach Relationships, Sex and Health Education values through the National Curriculum subjects such as

Science, Computing, P4C, PE and RE. We have also adopted the medium-term thematic scheme from PSHE Association which we use to teach discreet health and relationship lessons. It is an up-to-date programme which links to the statutory requirements set out by the Department of Education.

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Right to withdraw

At Eastover, we teach aspects of RSHE as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage. Parents will be informed of any lessons that they have right to withdraw children from.

Cross-curricular organisation of RSHE

RSHE can be delivered through any lesson and there will be opportunities to explore the RSHE content in a range of other subjects

and contexts within school. Many of the values of our school underpin the RSHE curriculum and British Values.

The role of the RSHE Subject Leader

It is the responsibility of the RSHE Subject Leader to ensure all teachers are aware of this policy and able to plan and teach RSHE lessons accordingly.

Child Protection/confidentiality

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead person in line with the school's Child Protection and Safeguarding Policy and local authority procedures for Child Protection.

Child Protection concerns would override all other considerations, including confidentiality.

Teachers endeavour to answer questions as honestly as possible, but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

Monitoring and evaluation

Classes produce floor books which evidence aspects of learning. Pupil and Staff Voice is held yearly. The policy will be evaluated every two years.