



## **Bankwood Primary School**

### **Relationships, Sex and Health Education (RSHE) Policy**

#### **Introduction**

Teaching Relationship Education (Primary) and Relationship and Sex Education (Secondary) is mandatory from September 2020. Bankwood Primary 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. We believe that RSHE should enable children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

RSHE at Bankwood:

- develops children's physical, moral and emotional wellbeing;
- celebrates the uniqueness, dignity and value of every human being;
- forms and maintains stable, loving, non-abusive relationships with others;
- safeguards the welfare of ourselves and others;
- reduces the risk of grooming, sexual exploitation and abuse;
- ensures personal identity, safety and health;
- enables children to make informed decisions about their lives.
- develops a "moral compass" to help us make good choices in life;

Bankwood follows the Learn Sheffield RSHE scheme. In addition, some aspects of RSHE are covered in Science lessons, Religious Education (RE), Physical Education (PE) and Computing as part of the termly units.

All stakeholders will work together to ensure the implementation of the RSHE policy. The subject leader reviews the curriculum and its teaching, adapting the action plan accordingly.

#### **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. We take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for RSHE in the school. We inform parents/carers about the school's RSHE Policy and practice through, for example, newsletters, website, etc.

### Moral and values framework

We will ensure that both the content and the teaching of the RHSE curriculum reflects the school's ethos and values. Hatred, prejudice and discrimination will not be tolerated in our school community. All incidents which are judged to be racist, sexist, homophobic/biphobic/transphobic (HBT) or disabilities-related will be reported to senior leaders, and will be recorded on CPOMs and dealt with according to school policies and procedures. 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 Bankwood Primary School.

At Bankwood Primary School, the teaching of RSHE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Cherish and celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage

### **Aims and objectives for RSHE**

At Bankwood Primary School, it is our intention that all children have the opportunity to experience a curriculum of RSHE at a level which is appropriate for their age and physical development, with differentiated provision if required.

RSHE will promote self-esteem and 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. This should take place with consideration of the quality of relationships within families.

The objectives of RSHE are as follows:

- To provide the knowledge and information to which all pupils are entitled.
- To tackle ignorance and prejudice.
- To promote tolerance and mutual respect.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.

- To help pupils to develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating and independent members of society and to value themselves and others.
- To develop skills for a healthier, safer lifestyle.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.

### **Curriculum coverage**

The RSHE curriculum combines the Relationship Sex Education orders from the DFE together with the Programmes of Study from the PSHE association to create one document. In all the modules in the scheme, the two areas are mapped over to ensure coverage. The RSHE task group, that developed the curriculum, is formulated from a range of institutions and associations including Learn Sheffield, faith leaders, SACRE, health professionals, Sheffield Universities, charities, teachers, parents/carers and children. The lessons in each phase (KS1, LKS2 or UKS2) link together, allowing a clear progression from year to year. However, each lesson can also be delivered discreetly, to allow for a high degree of flexibility when teaching.

Each lesson is designed to promote discussion around a key question. Because of the nature of RSHE, children should come away with a deep and nuanced understanding of the topics discussed, rather than a list of rules to be followed. Children are encouraged to question why such rules might exist, in order that they will become adults, who feel empowered to make their own decisions around issues of interpersonal relationships, morality, health and wellbeing. Teachers are encouraged to be flexible in their approach to these RSHE lessons. Wherever appropriate, tangents should be followed and children given opportunities to share their own thoughts and hear those of others. RSHE lessons should be exploratory and allow children to test their own opinions in a safe environment, where they feel listened to.

The RSHE scheme is divided into KS1, Lower KS2 and Upper KS2. Each Key Stage explores the same themes; respect, consent, diversity and identity online; being safe; and the law which forms the foundation of curriculum. The curriculum is organised into Section Overviews: Relationships (family and friends), Living in the Wider World (community); and Health and Well Being (mental wellbeing, physical health and growing up) for each Key Stage. In KS1 and LKS2, there are around 24 lessons in each unit, working out at 12 lessons per year to be taught around once every 3 weeks. UKS2, there are 30 in total, 15 per year, to be taught once a fortnight.

### **Cross-curricular organisation of RSHE**

As well as discrete lessons, RSHE is an intrinsic part of school life and how we treat and respect each other. Emotional literacy is integral to everything we do and our response to others needs to be considered and appropriate. Forest School clearly supports the emotional wellbeing of

children as it has a holistic approach to teaching and learning. RSHE is also delivered through Science, Religious Education, Physical Education and Computing. There will also be many opportunities – both as planned learning activities and as serendipitous “teachable moments” – to deal with RSHE content and themes in a range of other subjects and contexts within school, e.g. English activities, circle and reflection times. Some of the units are integrated into the Long Term Units where there are overlapping themes. Extra-curricular opportunities also include RSHE e.g. sporting clubs and cooking/food technology. A range of teaching methods which involve children’s full participation are used to teach RSHE includes use of media clips, discussion, drama and role play.

We ensure that the children experience the process of democracy through participation in class management and School Council. We teach children both about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

### Visitors

Visitors complement but never substitute or replace planned provision or teach anything that contradicts the content and spirit of this policy. We offer children to listen to visiting speakers, such as health workers, road safety, police, and religious leaders, whom we invite into the school to talk about their role in creating a positive and supportive local community. We encourage children to understand their role and contribution to the local and wider community as well as to school and family.

### The Foundation Stage

Bankwood Community Primary School relates the RSHE aspects of the curriculum to the objectives set out in the Early Learning Curriculum. The Foundation Stage follows the Development Matters curriculum which develops a child’s personal, emotional and social development.

### Differentiation

We teach RSHE and citizenship to all children. Our teachers provide learning opportunities matched to the individual needs of children with learning difficulties, SEMH (Social, Emotional and Mental Health) difficulties and/or SEND (Special Educational Needs and Disability). For more able pupils, teachers will provide additional opportunities take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or wider community.

## **Safeguarding**

Bankwood School is well placed to teach pupils how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Teachers are aware that an effective RSHE curriculum, 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 Safeguarding Policy and local authority procedures for Child Protection. Safeguarding concerns would override all other considerations, including confidentiality. Positive relationships with school staff encourage children to disclose any worries about their own safety or the safety of another pupil.

All children and young people are at risk of online sexual exploitation. Our school ensures that our online safety procedures are robust and that pupils are taught online safety skills so they know (see Online Safeguarding policy):

- online risks
- how to recognise unsafe online contact
- are confident to report any concerns about themselves or others to staff in school staff.

### Links with other policies

Bankwood School promotes healthy friendships and relationships through their whole school ethos, safeguarding, behaviour policy and anti-bullying work.

This policy is linked with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Online Safety
- Equality Information and Objectives
- Behaviour
- Mental Health and Well-Being

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.

## **Assessment**

Our teachers assess the children's work in RSHE make informal judgements against specific learning objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. The children are

also assessed on the 'Emotional Literacy Observation' form measuring areas such as 'self-awareness, self-regulation, self-motivation, social skills and empathy' and the Boxall Profile.

## **Resources**

The RSHE scheme includes prepared resources by the Sheffield RSHE task group, to allow high quality teaching with minimal preparation time, allowing facilitators to focus on the content of the lessons and high quality delivery. Most lessons are built on an engaging 'hook', such as a picture book, video or image. By using narrative or visual catalysts, the chance of all children taking part in the lesson is increased.

## **Monitoring and review**

The RSHE coordinator is responsible for monitoring the standards of children's work and quality of teaching. The coordinator supports colleagues in their teaching by providing them information about current development in the subject. RSHE will be monitored and evaluated by the RSHE Subject Leader termly in the first instance during implementation of the scheme, and then every three years.

## **Review of the Policy**

The policy will be reviewed annually by the RSHE leaders and leadership team and shared with all stakeholders.

RSHE Policy
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Written September 2020
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