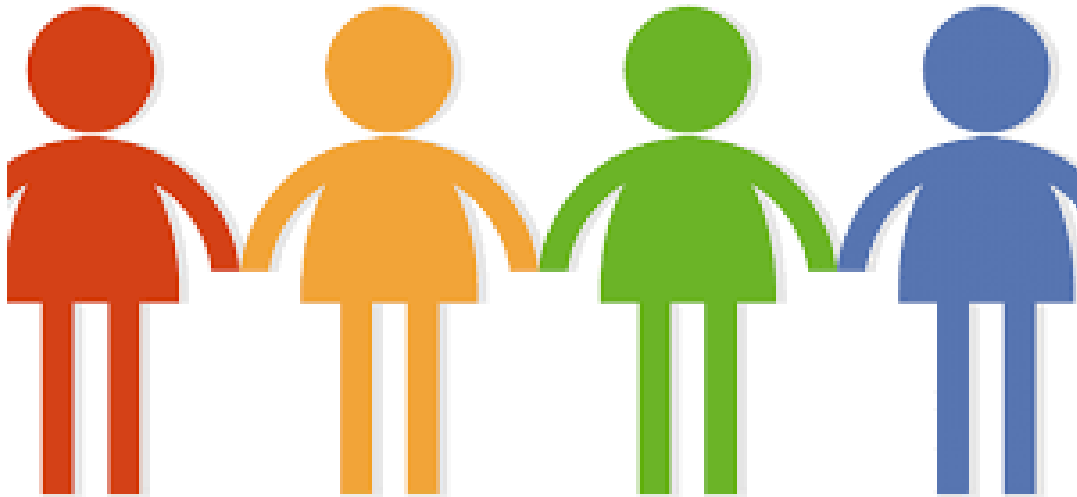


Ecclesfield Primary School  
Relationships and Health Education Policy



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**Reviewed by H.Fenlon Sept 23**

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## Ecclesfield Policy on Relationships, Health Education

### 1 Legislation

The Relationships Education RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools, it is optional.

The guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools).

Additional requirements on schools in law that have informed this policy and our approach include the **Equality Act** (Equality Act 2010: advice for schools) and **Keeping Children Safe in Education – Statutory Safeguarding Guidance 2020**.

### 2 Rationale for teaching of RHE and its place in the PSHE curriculum

Personal, Social Health Education (PSHE) is a non-statutory programme incorporating drugs and alcohol education, emotional health and well-being, relationships and sex education, nutrition and physical activity, personal finance, online safety, personal safety and work-related learning careers education.

It is acknowledged that our pupils are growing up in an increasingly complex world and living their lives on and offline. This presents positive and exciting opportunities and also risks and challenges. **Our children need to know how to keep themselves safe in the real world and in the online world.** Hence the government has made Relationships Education compulsory. It is most effective when embedded within a wider Personal, Social Health Education (PSHE) education curriculum. PSHE permeates through the taught and untaught curriculum in Ecclesfield Primary.

Ecclesfield Primary school therefore defines relationships and health education as the building blocks needed for the development of positive and safe relationships, including relationships with family, friends and online, and at the appropriate time to sexual health and developing intimate relationships.

#### **This includes the importance of**

- treating ourselves and others with kindness, consideration and respect.
- emotional, social and physical aspects of growing up, relationships, sex (optional)
- lifelong learning about physical, moral and emotional development.

As part of our RHE curriculum, a new anti-racism scheme of work will be delivered to Y1-Y6 classes from September 2022. This is to enable our children to - define racism, understand racial stereotypes, recognise unconscious bias, talk openly about race and racism in a safe environment and to understand how race is represented. We want children to celebrate and recognise the diversity of their community and not discriminate or let stereotypes or racist actions inhibit their behaviour, friendships or relationships. Ecclesfield staff have undertaken three training sessions

over the course of the year(2022) in order to develop their racial literacy and to understand the theory behind the sessions.

### 3 Optional Aspects of Sex Education

Ecclesfield Primary School teachers may deliver some **optional aspects of sex education**: These are currently non-statutory but in order to safeguard pupils effectively we may need to provide a more comprehensive programme of relationships and sex education as an integral part of their PSHE provision. Thus the use of the term relationships and sex education rather than relationships education will be used to reflect this best practice approach if these optional units are taught.

In year 5/6, pupils may have some idea about how babies are made through sexual intercourse. It is possible that they may also have some misconceptions. When it is deemed appropriate, then teaching staff will deliver the optional aspects of sex education depending on the cohort and if misconceptions need to be addressed. Having an understanding of what is meant by 'sex' is an important foundation for the RSHE they will receive at secondary school and will also addresses misconceptions. Teachers and leaders will use their professional judgement of a specific cohort/child in order to make a decision about the suitability of teaching the sex education sessions of the curriculum.

### 4 Mission Statement

Ecclesfield Primary believes that teaching relationships and sex education in conjunction with a curriculum which provides opportunities for personal and social development will support our pupils to develop resilience and the knowledge to know how and when to ask for help and to know where to access support.

The school and its staff models supportive behaviours and plays a key part in providing children and young people with the knowledge that enables them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

Everyone faces difficult situations in their lives. The RHE units can support young people helping our them and giving them the tools to be happy, healthy and safe now and in the future.

Teaching of RHE curriculum can help to tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.

We believe that the teaching of RHE in our school will help to protect children. Our pupils need to be equipped to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The teaching of our RHE curriculum will be delivered by qualified teaching staff in order to develop essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, equality and prejudice.

## 5 Inclusivity

Ecclesfield Primary will comply with the relevant provisions of the Equality Act 2010, under which disability, religion or belief, gender and sexual identity are amongst the protected characteristics. This will also include SEND. School will also consider the makeup of our own pupils including the gender, ability, age range and home backgrounds of their pupils. Consultation with pupils and parents can also be used as part of this planning and decision making.

All pupils, whatever their experience, background and identity, are entitled to a quality RHE curriculum that helps them build confidence, a positive sense of self, and the knowledge understanding to stay safe and healthy.

At Ecclesfield, we commit to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

All classes include pupils with different abilities and aptitudes, experiences, home structures, religious/cultural backgrounds, gender and sexual identities.

To encourage pupils to participate in lessons, teachers will ensure content, approach and use of inclusive language reflects the diversity of the school community and helps each and every pupil to feel valued and included in the classroom.

We will ensure RHE is matched to the needs of our pupils by adapting teaching methods and resources – including meeting the needs of learners with special educational needs, learning difficulties, children’s age and physical and emotional maturity

The PSHE Association SEND SOW will be used to support pupils working within our Tranquillity Hub

A Groupings for RHE

The statutory guidance highlights the Equality Act allows schools to take proportionate and positive action to deal with particular disadvantages affecting one group because of a protected characteristic if necessary. This could result in some teaching delivered to groups of the same characteristic only.

- School will take into account as necessary that some children may not identify with gender descriptions of boy or girl.
- The statutory guidance states that all pupils, regardless of their gender are taught the facts about menstrual wellbeing.
- All pupils should be supported to understand the features of healthy relationships, acceptable behaviour and the right of everyone to equal treatment to ensure that pupils treat each other well and go on to be respectful and kind adults.

For particular aspects of puberty units and dependent on the cohort, girls and boys may be taught separately for part of a lesson and then time should be planned in for pupils to come together to reflect on their learning. Ecclesfield Primary will foster healthy and respectful peer-to-peer communication and behaviour between all pupils irrespective of gender.

## B LGBT+

The statutory guidance states that all teaching is sensitive, age appropriate and inclusive in approach and content. **The guidance is clear that all pupils are to be taught LGBT content, schools are free to determine when they consider it is appropriate.** This content is to be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson. This can be with a range of resources that are reflective of diversity and through opportunities for cross-curricular learning.

## C Faith perspectives

All pupils, whatever their experience, religious background and identity, are entitled to quality RHE that helps them build confidence, a positive sense of self, and the knowledge and understanding to stay safe and healthy.

Ecclesfield Primary is committed to respecting the views and wishes of our diverse communities in a way which does no harm to the other. All learning centres on compassion; teaching our children respect and acceptance of difference, without infringing on the human rights of communities to their religious beliefs or to living their lives freely and openly as LGBT+ people.

## D Sensitivity, confidentiality and handling disclosures

Ecclesfield Primary school acknowledges that sensitive and potentially difficult issues will arise in RHE as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for RHE.

# 6 Ground Rules for Teaching RHE

## To support a safe learning environment

### Teachers will teach RHE and will-

- Agree ground rules by discussion.
- Teach in a safe and familiar classroom environment
- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information distinguishing between fact and opinion
- Refer back to these rules during discussions as appropriate.

- Answer pupil questions relating to the taught, planned curriculum for that age group to the whole class.
- Have time to prepare answers to all questions before the next session, and will choose not to respond in a whole-class setting to any questions that are inappropriate or need one-to-one follow up
- Answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a verbal question is too personal, staff will remind the pupils of the ground rules
- Not provide more information than is appropriate to the age of the pupil. · If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the RHE leader or a Child Protection Officer. Questions may be referred to parents / carers if it is not appropriate to answer them in school.
- Where a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns, acknowledge it and promise to attend to it later on an individual basis.
- Set the tone by speaking in a matter-of-fact way and be clear what is appropriate and inappropriate in a whole class setting.
- Distancing techniques will be used to help depersonalise the situations under discussion. Being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) allows pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. Distancing also helps pupils learn and then reflect on how it applies to their own lives.
- Contact parents via Google Classroom/phone calls/email before particular units are taught in order to gain information about potential sensitive issues such as divorce and loss. This will enable teachers to deal with any comments/issues that arise in the lesson in a more appropriate and effective way.

### **Pupils will**

- be told when they can raise questions verbally.
- be able to raise questions in writing, this can be anonymously if they wish, by using the question box/ask it basket/post its that is available in classrooms. This will enable pupils to feel more comfortable to ask questions without being identified. Pupils will be reminded of the question box during RHE sessions.

## **7 Potential Safeguarding Issues**

In such situations, teachers may wish to put the question to one side and seek advice from the Designated Safeguarding Lead or another senior member of staff/previous class teacher. Teachers will work within the school's safeguarding and child protection policies at all times.

Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers must follow school policy and procedures for safeguarding and child protection.

All staff teaching RHE will be supported by the designated person for safeguarding and child protection if they have any concerns and the PSHE/RHE lead.

## 8. Roles and Responsibilities

**Staff responsible for managing safeguarding and child protection**

**Mrs Travers: Acting Head of School (Designated Safeguarding Lead)**

**Mrs Eagleton: Executive Headteacher (Designated Safeguarding Deputy)**

**Mrs Stevenson: Inclusion (Designated Safeguarding Deputy)**

**Mrs Hancox: inclusion (Designated Safeguarding Deputy)**

**Mrs Phillips: Learning Mentor (Designated Safeguarding Deputy)**

**Mrs Cowlshaw: Family Liaison Office (Designated Safeguarding Deputy)**

**Kevin Corke: Chair of Governors and Safeguarding Governor**

Governing Body

Overseeing the provision around RHE is the responsibility of the governing body, who will provide appropriate challenge and agree on the content of this policy. The governing body should liaise with senior leaders to access appropriate training to fulfil the role.

Headteacher

The Headteacher is responsible for managing requests to withdraw pupils from non-statutory components of RSE.

Ensure appropriate training is offered to members of the governing body

Work with RHE lead to develop/review this school policy and ensure it is reviewed as per the agreed timetable.

Senior Leaders/Lead members of staff

The lead members of staff will:

- Develop this school policy and ensure it is reviewed as per the agreed timetable.
- Ensure that all staff are given regular and ongoing training on issues relating to RHE and how to deliver lessons on such issues.
- Ensure that all staff are up to date with the curriculum and its delivery, this policy and any other guidance relating to RHE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils.



- Ensure that RHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum develops as the pupils do and meets their needs.
- Ensure that the knowledge and information regarding RHE to which all pupils are entitled is provided in a comprehensive way.
- Support parent/carer involvement in the development of the RHE curriculum. · Ensure that their personal beliefs, values and attitudes will not prevent them from providing balanced RHE in school.
- Communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the school policy and curriculum for RHE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on is appropriate.
- Ensure that provision of RHE at home is complementary to the provision the school provides and communicate to parents/carers any additional support available where necessary or requested.
- Ensure that any external sources/visitors are credible, evidence based and enhance learning.

## Teaching Staff

### **Teaching and support staff will:**

- Ensure that they are up to date with this RHE policy and curriculum requirements regarding relationships and sex education.
- Report back to senior leaders/lead members of staff on any areas that they feel are not covered or inadequately provided for in the school's RHE provision.
- Attend and engage in professional development training around relationships and sex education provision, when appropriate.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence and listen to their needs and support them seriously.
- Follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they are not able to deal with alone.
- Will be aware of safeguarding procedures, clear about managing confidentiality and handling disclosures.
- Deliver RHE in a sensitive way ensuring that their personal beliefs and attitudes will not prevent them from providing balanced RHE in school.
- Model positive attitudes to RHE.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this should they need it.
- Monitor pupil progress in RHE.
- Respond appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE.
- Communicate with parents prior to lessons if lessons about loss/parental separation etc are due to be delivered

- Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with the Headteacher.

### Pupils

- Pupils are expected to engage fully in RHE and, when discussing issues related to RHE, treat others with respect and sensitivity.
- Pupils will be given the opportunity to share their views on RHE, the findings from consulting pupils will be used as a tool for communicating the needs of the children to parents, school staff and governors.
- Pupils are encouraged to not discriminate and be understanding of different types of sexual orientations, families, disability, faiths, beliefs and religions.

### Parents/carers

Ecclesfield Primary recognises the primary role parents and carers have in the RHE of their children. We wish to build a positive and supportive relationship with the parents/carers of children at our school through mutual understanding, trust and co-operation.

#### **To support this parents/carers;**

- Should be aware that schools are legally required to provide a broad, balanced curriculum.
- Can access the school's policies online or request to view hard copies at the school.
- Can ask staff questions they may have about the RHE education of their child.
- Will receive information (via a newsletter/Google Classroom/School website/Annual puberty workshop) about RHE so they can support their child's learning at home.
- Invited to attend annual puberty workshops so they are aware of the content being taught

***We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.***

## 9 The Right to Withdraw DFE Guidance section 45-50

Parents have the right to request that their child be withdrawn from some or all of sex education which is delivered as part of statutory RSHE. Before granting any such request it would be good practice for the head teacher to discuss the request with parents which should be in writing stating their reasons for withdrawal and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School will document this process to ensure a record is kept.

The head teacher during the course of the discussion with parents will include 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.

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.

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

## 10. Staff CPD

**It is important that all school staff feel comfortable and confident in planning and delivering RHE.**

**We will make available regular professional development training in how to deliver relationships and sex education. Identification and provision for the continuing professional development (CPD) needs of staff, including non-teaching staff, are described in our Staff training/CPD policy.**

- Staff training will include sessions on how to deal with difficult questions.
- Agreed phrases, where appropriate, will be used in response to difficult questions, these can include; 'That is something that may be covered later on, maybe at a higher year in school.', 'I can't answer that question, but you could ask your parents/carers.'
- Staff will be offered generic RHE guidance; this includes guidance on handling controversial issues, responding to awkward questions, an introduction to the rationale of why teaching RHE is so important, current law and guidance, learning outcomes and school policy.
- Staff involved in the delivery of RHE issues seen as potentially more sensitive will be offered appropriate training to encourage confidence in dealing with matters of confidentiality, child protection, sensitive issues, and with potentially difficult questions.
- Staff can access useful links and resources via Learn Sheffield SOW
- Staff have a glossary that can be referred to in order for them to be using the correct definitions for any unfamiliar terms
- New staff will receive training from RHE subject lead about the RHE SOW, expectations and procedures to follow when teaching RHE

## 11. Working together with parents/carers

At Ecclesfield Primary our aim is that, every parent/carer will have full confidence in the school's RHE programme to meet their child's needs. Teaching and Learning, the RHE SOW, selected resources, such as books and film clips, will be used which support and promote understanding.

Parents will be given the opportunity to view these materials and resources at an initial consultation, parent workshops, at parents evening/on the website/parents information sessions and on RHE newsletters.

Ecclesfield Primary will support parents/carers by offering workshops, providing resources and signposting to help parents/carers build their knowledge and confidence of discussing these matters with their children at home to help support their learning.

Parents/carers will be informed by letter/Google Classroom when the more sensitive aspects of RHE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

## 12. Working with Health professionals/external agencies

External visitors can have a valuable role in enhancing the teaching and learning of RHE. At Ecclesfield Primary when selecting any external visitors we will;

- Be clear about our reason for working with the visitor.
- Ensure visitor selection and presence in school meets requirements of our safeguarding policy.
- Ensure any visitor is made aware of our policies.
- Ensure any visitor is adequately trained and competent and that external input is factually correct, and where relevant there is differentiation between fact and opinion.
- Be clear that responsibility for teaching and learning remains with the school.

## 13 Teaching Learning and Assessment Learn Sheffield Scheme of Work

Ecclesfield Primary will follow the Learn Sheffield RHE SOW

Additional units which links with some of the RHE units will be covered in other curriculum areas such as Science, Geography, RE, Computing.

**The curriculum has 3 layers:**

1	Section Overviews	<ul style="list-style-type: none"> <li>● List of lessons, divided into sections according to topic</li> <li>● Used by curriculum leaders to plan over a 2-year cycle</li> <li>● Bookmarks to individual lesson plans lower down in document</li> </ul>
2	Lesson Plans	<ul style="list-style-type: none"> <li>● Learning objectives</li> <li>● Key Vocabulary</li> <li>● Hyperlinks to PSHE association curriculum</li> <li>● Key questions and exemplar answers for class discussions</li> <li>● Suggested activities for small groups or individuals</li> <li>● Information about necessary resources</li> </ul>
3	Presentations and Activities	<ul style="list-style-type: none"> <li>● Accessed via hyperlinks within the lesson plan documents</li> <li>● Detailed PowerPoint presentations</li> <li>● Links to videos, books or other external resources</li> <li>● Key questions</li> <li>● Pictures and icons to support all learners</li> <li>● Printouts for activities as required</li> </ul>

KS1 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
<p><b>What makes a family?</b></p> <p><a href="#">Fa1) Who's in my family?</a>  <a href="#">Fa2) Do Families always stay the same?</a>  <a href="#">Fa3) How should families treat each other?</a>  <a href="#">Fa4) When should I say no?</a>  <a href="#">Fa5) Who owns my body? I do!</a>  <a href="#">Fa6) Are all families the same?</a></p>	<p><b>Keeping friendships healthy</b></p> <p><a href="#">Fr1) Who is my friend?</a>  <a href="#">Fr2) What makes a good friend?</a>  <a href="#">Fr3) Should friends tell us what to do?</a>  <a href="#">Fr4) How do we stop bullying?</a></p>	/	<p><b>Our Communities</b></p> <p><a href="#">Anti-discrimination lessons</a>  <a href="#">C1) How do we make a happy school?</a>  <a href="#">C2) Who lives in my neighbourhood?</a>  <a href="#">C3) What makes a boy or a girl?</a>  <a href="#">C4) How do I save up to buy something?</a></p> <p><b>Online Safety</b></p> <p><a href="#">Os1) Screen time [L1]</a>  <a href="#">Os2) Personal information [S1]</a>  <a href="#">Os3) Online strangers [P1]</a>  <a href="#">Os4) Fake News [N1]</a></p> <p><i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
<p><b>Understanding my feelings</b></p> <p><a href="#">M1) Where do feelings come from?</a>  <a href="#">M2) Who am I?</a>  <a href="#">M3) What helps me to be happy?</a></p>	<p><b>Staying healthy</b></p> <p><a href="#">P1) How do I help my body stay healthy?</a>  <a href="#">P2) How do I decide what to eat?</a>  <a href="#">P3) How do we stop getting ill?</a>  <a href="#">P4) How can I stay safe?</a></p>	<p><b>Growing</b></p> <p><a href="#">G1) Will I always be a child? (link with science)</a></p>

LKS2 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate (KS3+ Only)	Community
<p><b>What makes a family?</b></p> <p><a href="#">Fa1) Do Families always stay the same?</a>  <a href="#">Fa2) Are all families like mine?</a>  <a href="#">Fa3) Are boys and girls the same?</a></p>	<p><b>Keeping friendships healthy</b></p> <p><a href="#">Fr1) What makes a good friend?</a>  <a href="#">Fr2) Are all friends the same?</a>  <a href="#">Fr3) Are friendships always fun?</a>  <a href="#">Fr4) What is sexism?</a></p>	/	<p><b>Our Communities</b></p> <p><a href="#">Anti-discrimination lessons</a>  <a href="#">C1) How do we make the world fair?</a>  <a href="#">C2) Where do you feel like you belong?</a>  <a href="#">C3) How can we help the people around us?</a></p> <p><b>Online Safety</b></p> <p><a href="#">Os1) Online strangers [P1]</a>  <a href="#">Os2) Sharing Online [P2]</a>  <a href="#">Os3) Friendship Online [S1]</a>  <a href="#">Os4) Personal Information [C2]</a>  <a href="#">Os5) Digital Media [N1]</a>  <a href="#">Os6) Verifying content and echo chambers [N3]</a></p> <p><i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
<p><b>Understanding My Feelings</b></p> <p><a href="#">M1) How do I manage my feelings?</a>  <a href="#">M2) Are we happy all the time?</a></p>	<p><b>Staying healthy</b></p> <p><a href="#">P1) How do I keep my body healthy?</a>  <a href="#">P2) How do I get a healthy diet?</a>  <a href="#">P3) How do I stop getting ill?</a></p>	/

UKS2 RSHE Curriculum Sections Overview			
Relationships			Living in the Wider World
Family	Friends	Intimate	Community
<p><b>What makes a family?</b></p> <p><a href="#">Fa1) Why do some people get married?</a></p> <p><a href="#">Fa2) Are families ever perfect?</a></p> <p><a href="#">Fa3) Is there such a thing as a 'normal' family?</a></p>	<p><b>Keeping friendships healthy</b></p> <p><a href="#">Fr1) What makes a close friend?</a></p> <p><a href="#">Fr2) Can we be different and still be friends?</a></p> <p><a href="#">Fr3) Should friends tell us what to do?</a></p> <p><a href="#">Fr4) Why are some people unkind?</a></p> <p><a href="#">Fr5) What are stereotypes?</a></p> <p><a href="#">Fr6) How do I accept my friends for who they are?</a></p> <p><a href="#">Fr7) How do we reduce sexism?</a></p>	<p><b>KS3 and above only</b></p>	<p><b>Our Communities</b></p> <p><a href="#">Anti-discrimination lessons</a></p> <p><a href="#">C1) What is prejudice?</a></p> <p><a href="#">C2) What is the history of prejudice?</a></p> <p><a href="#">C3) What should I do if I encounter prejudice?</a></p> <p><a href="#">C4a) How can I be a great citizen?</a></p> <p><a href="#">C4b) How can we make positive changes in the world?</a></p> <p><a href="#">C5a) Why is money important?</a></p> <p><a href="#">C5b) How should I spend my money?</a></p> <p><a href="#">C5c) How can I earn money?</a></p> <p><a href="#">C6) What makes us feel like we belong?</a></p> <p><a href="#">C7) What does it mean to be British?</a></p> <p><b>Online Safety</b></p> <p><a href="#">Os1) Control and consent [S1]</a></p> <p><a href="#">Os2) Protecting our identity [P1]</a></p> <p><a href="#">Os3a) Meeting strangers online [P4]</a></p> <p><a href="#">Os3b) How do we decide what to share?</a></p> <p><a href="#">Os4) Personal Information, terms and conditions [C2]</a></p> <p><a href="#">Os5) Analysing Digital Media [N1]</a></p> <p><a href="#">Os6) Bias [N2]</a></p> <p><a href="#">Os7) Echo Chambers [N5]</a></p> <p><a href="#">Os8) Does the internet make us happy? [L1]</a></p> <p><i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>

Health and Wellbeing		
Mental Wellbeing	Physical Health	Growing up
<p><b>Understanding My Feelings</b></p> <p><a href="#">M1) Does everybody have the same feelings?</a></p> <p><a href="#">M2) Should we be happy all the time?</a></p> <p><a href="#">M3) Why do we argue?</a></p> <p><a href="#">M4) Who am I?</a></p>	<p><b>Staying healthy</b></p> <p><a href="#">P1) Is there such a thing as the perfect body?</a></p> <p><a href="#">P2) How can I stay fit and healthy?</a></p> <p><a href="#">P3) Can I avoid getting ill?</a></p> <p><a href="#">P4) Why do some people take drugs?</a></p> <p><a href="#">P5) Where should I get my health information?</a></p> <p><a href="#">P6) How do I save a life?</a></p>	<p><b>Puberty</b></p> <p><a href="#">G1) How will my body change as I get older?</a></p> <p><a href="#">G2) How will my feelings change as I get older?</a></p> <p><a href="#">G3) How will I stay clean during puberty?</a></p> <p><a href="#">G4) What is Menstruation?</a></p> <p><b>Sexual reproduction</b></p> <p><a href="#">Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)</a></p> <p><a href="#">Sx2) Optional unit on sexual reproduction</a></p>



## 14 Assessment and review of learning

Assessment plays a key role in effective RHE teaching and learning. Assessment is a process through which judgements are made about an individual's learning and development. It is not about making judgements on the character, worth or values of individual pupils, nor is it about continual testing.

Teachers will keep a note of pupils who have missed significant parts of RHE teaching and learning due to absence. Pupils' development in RHE focuses on knowledge as well as skill development and attitudes. It is monitored by class teachers through the use of formative and summative assessment. At the end of each half term, pupils will complete an assessment which will inform teachers of the pupil's knowledge and understanding. Pupils will also participate in scenario card activities, Big Questions, pupil voice and will be assessed through observation and questioning.

Pupils' learning in these subjects will not be formally assessed through the provision of grades or through exams or tests.

Pupils will be encouraged to reflect and self-assess their own learning and progress.

The following are examples of questions that may be used with pupils to support the reflection stage and to develop pupil understanding of what they have learned and the progress they have made.

- • What do I know already?
- • What new information have I learnt?
- • What do I now think and believe?
- • How did I feel about what I found out?
- • Did I learn anything I did not expect to?
- • How will it change my behaviour in the future?
- • What do I now need to learn?
- What new vocabulary have I learnt?
- Scenarios/big questions such as-You see somebody being bullied. What do you do? You receive an image of something online which makes you feel uncomfortable. What do you do?

**We report to parents/carers at the end of the school year on pupils' learning and progress as part of RHE in their school annual report.**

## 15. Policy development, monitoring and review

**In this section outline processes relating to development, review and sharing of the policy. As this is a new area, and the statutory guidance is scheduled for review, an annual review of the policy will take place.**

This policy has been developed by all members of the school community including governors, Staff, parents and pupils.

The consultation and policy development process involved the following steps:

1. Review – a member of the leadership team pulled together all relevant information including relevant national and local guidance and existing school policies.

2. Consultation – with staff, pupils, parents and governors-parental consultation took part in 20/21.

The process included ...parent consultation, themed governor meetings, staff CPD, pupil voice.

3. Ratification – the policy was approved by the full Governing Body.

4. This policy will be reviewed annually.

### **Monitoring**

**Ecclesfield Primary is committed to monitoring and evaluating the effectiveness of this policy. Specifically, important to the RHE Programme are:**

- Pupil feedback,
- Staff review and feedback
- Parental feedback
- Further guidance and legislative changes.

### **Policy availability**

- This policy will form part of the induction of all staff members and annual staff training.
- The Policy is shared on our website.
- Parents/guardians and all staff members will be notified of any updates.
- Parents and staff are invited to comment on the policy.

### **Links to other policies**

This policy should be read in conjunction with other school policies, including

- Safeguarding Policy,
- Bullying Policy,
- Health and Safety policy,
- Special Educational Needs Policy,
- Health and Wellbeing Policy... where there are significant areas of overlap.

**Policy development date: Last Review Date: Sept 23**

**Next Review Date: Sept 24**

<b>Personal Development</b>	
<b>Emotional Well Being</b>	
<b>RHE</b>	F2-Y6
<b>Mighty Minds</b>	Y1-Y6
<b>Extended Learning Opp</b>	F2-Y6
<b>Lego therapy</b>	Where needed (F2-Y6)
<b>Extra transition</b>	F2 and Y6
<b>Tranquillity space</b>	F2-6
<b>SWFC related work</b>	F2-Y6
<b>Champions of Change</b>	Y1-Y6
<b>Vulnerable breakfast club</b>	F2-y6
<b>Emotionally available adults</b>	F2-Y6
<b>Themed days</b>	F2-Y6
<b>Personal Development</b>	

<b>RHE/Anti Racism SOW, PSHE SOW</b>	All year groups
<b>Residential</b>	Y6 (some years in y3)
<b>Visitors and Visits</b>	Whole school
<b>Peer Mediators</b>	Y5 and Y6
<b>Financial Capability opps</b>	F2-Y6 – charity fundraising
<b>Music-singing lessons/instrument lessons</b>	Changeable
<b>Champions of Change Groups</b>	Representatives from Y1-Y6
<b>Young Leaders</b>	Y5 (16 pupils)
<b>Swimming</b>	Y4
<b>Family assemblies</b>	Whole school
<b>Mindsets</b>	Whole School
<b>Crucial Crew - Lifewise training</b>	Y6
<b>Fund raising</b>	Whole school

<b>Activity mornings</b>	Whole school
<b>Themed days</b>	All year groups
<b>SWFC workshops</b>	Y1-Y6
<b>Physical Well-Being</b>	
<b>RHE</b>	All year groups
<b>Extended Learning Opp</b>	Y1-Y6
<b>SWFC workshops</b>	Y1-Y6
<b>SWFC lunchtimes</b>	Whole school
<b>Sporting competition programme inter schools</b>	Y3-Y6
<b>Themed days</b>	All year groups
<b>Bike ability</b>	Y5/Y6
<b>Balance ability</b>	Y1
<b>Swimming</b>	Y4
<b>Academic Well-being Support</b>	
<b>Parental workshops</b>	Whole school

	RHE – growing up
<b>Activity mornings</b>	Whole school
<b>Family Assemblies</b>	Whole school
<b>Celebration of Work</b>	Whole school
<b>SATS morning group 3 mornings per week</b>	Y6
<b>Merit assembly</b>	F2-6
<b>Early morning phonic interventions</b>	Ks1
<b>National Tutoring Programme</b>	Y1-Y6

### Definition of PSHE Education Non-statutory

PSHE education equips children and young people with the knowledge and skills to deal with a range of issues they face as they grow up. It covers:

- drugs and alcohol education
- emotional health and well-being

- (sex) and relationship education (SRE)
- physical wellbeing
- financial capability
- safety
- careers education
- anti-racism

By the end of primary school children should know

<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• 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.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources.</li></ul>
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<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• 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.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>
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<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>
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<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>