



# **SOUTH WALNEY JUNIOR SCHOOL R(S)HE POLICY**

**Jan 2020**

**APPROVED BY:**

**Name:** Mr Les Hall

**Position:** Chair of Governor

**Name of R(S)HE subject leaders:** Mrs D Atkinson and Mrs M Banks

**RHSE governor:**

**Signed:**

**Date:**

**Review Date:**



**From September 2020, schools are required to teach:**

- Relationship education (primary aged pupils)
- Relationship and sex education (all secondary pupils)
- Health education (all pupils)

**Intent:**

Today's children and young people are growing up in an increasingly complex world and living their lives both 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 also how to manage their academic, personal and social lives in a positive way. As a result of this, Relationship Education is now compulsory in all primary schools in England as is Health Education.

This policy outlines our school's commitment to provide effective Relationships, (Sex) and Health Education R(S)HE for all pupils. It has been written with regard to the Department of Education's Guidance 2019 and other relevant guidance and statutory requirements. The R(S)HE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. R(S)HE is taught in an age-appropriate manner throughout the school.

Relationships, Sex and Health Educations (R(S)HE) is lifelong learning about physical, moral and emotional development.

- We want to be able to provide children and young people with the key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.
- We also aim to give pupils the vocabulary and knowledge and skills to understand the range of emotions that everyone expects. In KS2, we are building on the foundations of skills and knowledge that will be developed further at secondary level.
- Through delivery of R(S)HE, we aim to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.
- Our R(S)HE is taught in the context of relationships and promotes self-esteem and emotional health and well-being to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

**Implementation:**

Pupils will learn about

- The benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep.
- Healthy relationships, different families, respect, love and care, reproductions, puberty, hygiene, the body, how a baby is made and sexuality.
- How to raise self-esteem and confidence, especially with others
- The importance of safe and stable relationships and how to promote respect, love and care
- How to develop decision making, choice, assertiveness and resilience; how to make the most of their abilities
- Where to gain access to information and support
- Developing skills for a healthier, safer lifestyle
- How to develop communication skills and assertiveness skills to cope with the influences of their peers and the media.
- Developing resilience and positivity when responding to influences that may affect body image.
- Respecting and caring for their body
- Preparing for puberty and adulthood
- Understanding and accepting that relationships can be formed in diverse and varied ways e.g. by people of the same gender.
- Knowing accurately sexual matters at a suitable level to the children's age, dispelling myths and rumours.

All teachers will have responsibility for planning and delivering R(S)HE.

- Teaching assistants may provide additional support for children with SEND.



- Visiting speakers make a valuable contribution to the R(S)HE curriculum. Their input is carefully planned and monitored to fit into and complement the curriculum. Teachers will always be present during sessions delivered by visiting speakers and the teachers remain responsible for the delivery of the R(S)HE curriculum.
- Teachers will take a non-judgemental approach to R(S)HE.
- R(S)HE will be taught in each year group throughout the school. We aim to teach R(S)HE at least fortnightly. The curriculum that is to be delivered is progressive, building on the children's knowledge and understanding and vocabulary year on year; however, there is flexibility built into the curriculum to match children's needs.
- The curriculum will also be delivered through opportunities that are provided beyond the curriculum such as extra curricular clubs, School Council, charity events etc)
- Assemblies will also link with the themes of R(S)HE.

**The themes covered and progression are outlined in Appendix A**

**SRE element is covered in Appendix B**

**British Values, Citizenship Global Goals are covered in Appendix C**

#### **Inclusion and support:**

R(S)HE will be accessible to all pupils regardless of age, sex, race, disability, religion or belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny and homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled. We have used schedule 10 of the Equality Act 2010 and chapter 6 of the SEND Code of Practice when devising this policy.

R(S)HE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying. We will ensure that our teaching will be tailored to meet the specific needs of pupils (including those with ECHP) to ensure learning outcomes are met

#### **Staff training:**

It is essential that teachers are given the tools to be able to teach the R(S)HE curriculum. We have used the DfE own training modules to support this and have used specialist trainers such as School Nurse and Public Health England for further support. Our teaching complies with the teaching standards and the Equality Act. It is important we take into consideration staff wellbeing when delivering the R(S)HE curriculum. Support will be given to teachers to maintain this.

#### **Parental involvement:**

We believe that R(S)HE should be a partnership with parents and carers. Parents will be routinely consulted and informed about R(S)HE through letters which explain when R(S)HE will be taught and the areas covered in different year groups.

#### **SRE:**

Parents have a right to request that their children be withdrawn from some or all of the sex education delivered as part of the statutory R(S)HE however Relationship Education and Health Education is compulsory for all pupils receiving primary education therefore there is no right to withdraw from Relationship or Health Education.

Before granting any such request, the head teacher will discuss the request with parents and as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will also discuss with parents 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.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary school, other than what has to be covered as part of the science curriculum. Records will be kept of all discussions. There will be no difference in the approach for SEND children and other pupils.

#### **Policy development:**

This policy has been developed working alongside teachers, parents and pupils. Whenever there has been any changes made, we have engaged with parents. Our consultation process is:



1. An internal review of the policy and curriculum: what works and what needs changing in light of the children's needs.
2. Statutory compliance
3. Feedback from parents and pupils.
4. Agreement of policy
5. When teaching SRE, parents will be sent a letter and the curriculum
6. Governors to review policy and ratify.
7. Policy posted on website.

**Impact:**

Monitoring of the R(S)HE curriculum and policy is the responsibility of the head teacher, named governor and R(S)HE leader.

The school will assess the effectiveness of the intent and implementation by lesson observations, book studies, planning samples, questionnaires and feedback from stakeholders.

This R(S)HE programme will be delivered in accordance with the school's inclusion policy and the Equality Act.

**Linked policies:**

Science Chapter 6 of the SEND Code of Practice

Safeguarding

Health and Safety

Equality Act 2010

APPENDIX A

Theme-	Relationships Education	Resource	Assembly x 2 weeks of each	Evidence
<p><b>Families and people who care for me</b></p>	<p><b>All years: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</b></p> <p>Year 3:</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 a healthy family, 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> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• That others’ families either in school or in the wider world, sometimes look different from their family, but that they should respect those difference and know that other children’s families are also characterised by love and care for them.</li> </ul> <p>Year 5:</p> <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> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• The characteristics of a healthy family, 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 marriage/civil partnership represents a formal and legally recognised commitment of two people to each other and is intended to be lifelong.</li> </ul>	<p>NSPCC</p>	<p>NSPCC</p> <p>KIDSAFE</p>	<p>Assemblies</p> <p>PSHE lessons</p>
<p><b>Caring relationships</b></p>	<p><b>All years: how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others if needed.</b></p> <p>Year 3:</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> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• The characteristics of friendships, including mutual respect, truthfulness,</li> </ul>			<p>Assemblies</p> <p>PSHE lessons</p>



	<p>trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others and do not make others feel lonely and excluded.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• That most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>			
<b>Respectful relationships</b>	<p><b>All: about different types of bullying (including cyber-bullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</b></p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• The conventions of courtesy and manners</li> </ul> <p>Year 4:</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> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <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 be expected 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> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative and destructive.</li> </ul>		Action for Children NSPCC	Assemblies  PSHE lessons
<b>Online relationships</b>	<p><b>All years through our E-safety weeks:</b></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</li> </ul>		Geoff Haslam- CEOP Public Health 5-16	E-safety planning



	<p>awareness of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>			
Being Safe	<p><b>All: how to respond safely and appropriately to adults they may encounter who they do not know.</b></p> <p>Year 3:</p> <ul style="list-style-type: none"> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul> <p>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</p> <p>Year 4:</p> <p>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Year 5:</p> <ul style="list-style-type: none"> <li>• where to get advice from e.g. family, school and/or other source</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>• how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.</li> </ul>		Police assembly	<p>Assemblies</p> <p>PSHE lessons</p>
	<b>Physical health and mental well-being</b>			
Mental wellbeing	<p><b>All: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</b></p> <p>Year 3:</p> <p>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>		<p>Yoga assembly</p> <p>Public Health</p>	<p>Assemblies</p> <p>PSHE lessons</p>



	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>simple self-care techniques, including the impact of relaxation, time spent with friends and family and the benefits of hobbies and interests.</li> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> <p>Year 6:</p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible</li> </ul>			
Internet safety and harms	<p><b>All years through our E-safety weeks:</b></p> <p>that for most people the internet is an integral part of life and has many benefits.</p> <ul style="list-style-type: none"> <li>about the benefits of balancing time spent on and offline and the impact of positive and negative content online on their own and others' mental wellbeing.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> </ul>		CEOP	E-safety planning
Physical health and fitness	<p><b>All years:</b></p> <p>the characteristics and mental and physical benefits of an active lifestyle.</p> <ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this, for example a daily active mile or other forms of regular, vigorous exercise.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> </ul>			Morning and afternoon run
Healthy Eating	<p><b>Year 3 and 6:</b></p> <p>what constitutes a healthy diet (including understanding calories, and nutritional content).</p> <ul style="list-style-type: none"> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>			2 cooking clubs





Drugs, Alcohol and tobacco	<b>Years 5 and 6</b> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		CADAS	
Health and prevention	<b>All: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</b> Year 3: <ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.</li> </ul> Year 4: <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> </ul> Year 5: <ul style="list-style-type: none"> <li>about dental health and the benefits of good oral hygiene, including visits to the dentist.</li> </ul> Year 6: <ul style="list-style-type: none"> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about immunisations.</li> </ul>		Dental nurse in	Assemblies PSHE lessons
Basic First Aid	<b>All Years</b> know how to make a clear and efficient call to emergency services if necessary. <ul style="list-style-type: none"> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>		Phil Jujitsu guy	Junior Citizens
Changing Adolescent body	<b>Year 5 and 6</b> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		Donna Moore Year 5 and 6	Photo evidence Science lessons



APPENDIX B  
Sex & Relationships Scheme of Work

	Learning Intentions Year 3 & Year 4	Learning Intentions Year 5 & Year 6
Lesson 1 Growing & Changing	<ul style="list-style-type: none"> <li>• To recognise that change is a part of growing up</li> <li>• To appreciate that there are a number of very important organs in the human body some of which change as we grow into adults</li> <li>• To identify the differences between males and females, name male and female body parts using agreed words</li> <li>• To identify some basic facts about growing and changing and introduce the word puberty</li> <li>• To understand changes in our feelings and emotions as we grow up</li> <li>• To understand the need for personal hygiene and will be able to recognise what they need to do to keep clean</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the physical and emotional changes that take place at puberty</li> <li>• To understand why they happen and how to manage them</li> <li>• To explore attitudes and feelings about growing up</li> <li>• To understand the basis of the menstrual cycle and why it occurs</li> <li>• To understand sperm production and why it occurs</li> <li>• To understand and describe male and female reproductive organs</li> <li>• To fully understand the need to stay clean particularly during puberty</li> </ul>
Lesson 2 Reproduction/ Life Cycles	<ul style="list-style-type: none"> <li>• Reflect on life cycles and what happens when a life cycle ends or is broken</li> <li>• To look at different life cycles in living things and where they come from</li> <li>• To think about what reproduction is necessary in all species</li> <li>• To understand some of the processes of reproduction and how we are made</li> <li>• To identify some basic facts about pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• To name the male and female internal and external sexual reproductive parts</li> <li>• To make clear the link between changes at puberty, sexual intercourse and the start of a baby</li> <li>• To know and understand the process of reproduction and how this is part of a loving relationship</li> <li>• Describe conception in basic terms</li> <li>• To know and understand how babies are born</li> </ul>



APPENDIX C CITIZENSHIP/GLOBAL GOALS AND BRITISH VALUES

<b>British Values</b>	<b>R.E/PSHE</b>	<b>Curriculum</b>	<b>Values and Ethos</b>	<b>Pupil Voice</b>	<b>Extra-curricular</b>	<b>Behaviour strategy</b>	<b>Community Activity</b>	<b>Other</b>
Democracy	Assemblies – various themes Democracy topic and own school elections Debating Full value contracts	Debates in English P4C Newsround	Assemblies SEN policy Full value contracts Houses for each child Talk partners	School council Assemblies Questionnaires	Computing clubs Sport's leaders with Year 3 Residential to London (Houses of Parliament)	Voting for councillors Library monitors Prefects Head and Deputy Head	Class assemblies Visitors in	Reports to Governing Body
Rule of Law	Debate reasons for laws e.g smoking Childline PCSO School rules Counselling Moses and the 10 commandments	P.E rules Classroom behaviour expectations Full value contract NSPCC Visits from PCSO Junior Citizens Newsround	Abiding by School Rules	Full Value Contract School Council Assemblies	Lunch club- games clubs	Merits and consequences School Rules Reward systems	Themed assemblies Visitors in	
Individual liberty	Assembly Role play	WW1 and WW2 study- Cenotaph visit and special days Healthy lunches-choice Breakfast club Newsround	E-safety Prefects Head Deputy Librarians First Aiders	Choice of learning Class councillors Being independent Assemblies	Range of extra-curriculum- Cooking Club Lunch club	Merits Role Play School rules School council	Class assemblies Sport's coaches Christmas Fair Sport's Day	
Mutual Respect	R.E curriculum Places of worship visits Faith Trail R(S)HE curriculum	Discussion SERIS E-safety Newsround	Assemblies Respect for School/ school grounds Respect for Gardening Club's plants	School Council	London and York trips, Coniston and Bardsea Lunch club After-school clubs Sports School shows	Role play Sharing of successes PCSO in	Class assemblies Sport's coaches Christmas Fair Sport's Day Junior Citizens	Teacher as a role model



Tolerance of different faith belief or non-belief	R.E curriculum Places of worship e.g Buddhist Centre Faith Trail Special days Assemblies	European Day of Languages WW2 topic Newsround Chinese New Year	Assemblies	School council	Faith Trail visit to Bolton to look at difference and similarities. Residential to London and York	In our School rules	Themed assemblies Visitors Themed days such as Chinese New Year	
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