

Relationship Education, Relationships and Sex Education (RSHE) and Health Education Policy 2024-2025



GREENFIELD SCHOOL

Relationship Education, Relationships and Sex Education (RSHE) and Health Education Policy 2024-2025

Greenfield School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

This document is a statement of the aims, principles and strategies for the teaching and learning of RSHE at Greenfield School and is written in conjunction with the Department for Education (DfE) Guidance RSHE 2019 (Encompassing all 2021 updates)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships Education Relationships and Sex Education RSHE and Health Education Policy 2024-2025.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSHE_and_Health_Education_Policy_2024-2025.pdf)

Introduction

At Greenfield we aim to provide a broad, balanced and flexible curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential and develop an enthusiasm for and love of learning. We strive to ensure that all pupils receive their full entitlement to RSHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, physical health and mental wellbeing, as well as academic development.

Definitions

Relationships Education

Relationships Education in primary schools should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. The School understands *'It is important for schools to promote pupils self-control and ability to self-regulate, and strategies for doing so...'* DfE statutory guidance for RSHE para 85.

Relationships & Sex Education (RSHE)

RSHE is part of lifelong learning about the emotional, social and physical aspects of growing up, sex, human sexuality and sexual health.

RSHE draws on the knowledge of the human life-cycle set out in the curriculum for science - how a baby is conceived and born. The science curriculum also covers areas such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

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Health Education

Education that promotes an understanding of how to maintain physical and mental personal health and wellbeing.

Ethos and Values

RSHE will reflect the values of the PSHE and Citizenship programme. The focus of teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships, and relationships with other children and adults. In addition, RSHE will promote self-esteem, emotional health and well-being. Helping the children form and maintain worthwhile and satisfying relationships, based on the importance of equality and respect for themselves and for others, at home, school, work and in the community. Under the provisions of the Equality Act 2010, Greenfield School will not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Greenfield Ethos and Values underpin a School Culture of School Wide Inclusion.

Aims

Contributing to the foundation of PSHE, the school's RSHE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health-related behaviour. During RSHE children will 'develop personal and social skills and a positive attitude to growing up'. Our RSHE curriculum aims to provide a graduated, age-appropriate RSHE programme emphasising the social and emotional aspects of relationships. This supports and prepares young people in decision making, developing relationships and in understanding themselves others both now and in the future. Health Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Education about relationships **for 3-7 year olds** will focus on the building of self-esteem and confidence by encouraging learners to:

- respect, value and care for themselves and others,
- value, recognise and communicate their feelings,
- form respectful friendships and relationships,
- respect boundaries – their own and other peoples.

RSHE will teach **7-11 year olds** to understand:

- the range of their own and others' feelings and emotions
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- to develop and use communication skills and assertiveness skills to cope with the influences of their peers and the social media
- to be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

Research demonstrates that good, comprehensive sex and relationship education does not make young people more likely to enter into sexual activity. Indeed, it can help them learn the reasons for, and the benefits to be gained from, delaying such activity.

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Implementation

RSHE is complemented by, but does not duplicate content covered through Science, RE, PSHE & Citizenship, ICT activities and 'circle time'. **A planned and co-ordinated approach to each subject can provide an appropriate framework for RSHE to take place providing pupils with a consistent message.**

RSHE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors, such as the Life Bus (delivered by Coram Life Education). Teaching is sensitive and age appropriate in approach and content. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play. Staff are responsible for ensuring that RSHE is free from prejudice and non-discriminatory. RSHE should be inclusive despite a child's educational needs, ethnicity or sexual orientation.

Materials used in School are in accordance with the PSHE framework and the law. Coram Life Education, 'SCARF' covers the PSHE Association's Programmes of Study's Learning Opportunities from Reception and across Key Stages 1 and 2.

Themes covered

- Me and My Relationships
- Valuing Difference
- Keeping safe
- Rights and Respect
- Being my best
- Growing and Changing

Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

RSHE Teaching and Learning Content:

Reception

Keeping Myself Safe

- Listening to my Feelings - Listening to my feelings
- People who Help Keep me Safe - Keeping safe online

Growing & Changing

- Changes - Life stages - plants, animals, humans
- Life Stages - Life Stages: Human life stage - who will I be?
- Life Stages - Where do babies come from?
- Changing bodies - Getting bigger
- Changing bodies – Me and my body - girls and boys (Including NSPCC Pantosaurus)

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Year 1

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- Thinking about feelings
- Our feelings
- Feelings and bodies
- Good friends

Valuing Difference (DfE category: Respectful relationships)

- Same or different?
- Who are our special people?
- Our special people balloons

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Who can help?
- Harold loses Geoffrey
- Good or bad touches
- Sharing Pictures

Rights and Respect

- Basic First Aid

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- Taking care of a baby
- Then and now
- Surprises and secrets
- Keeping privates private

Year 2

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- How are you feeling today?
- Being a good friend
- Let's all be happy

Valuing Difference (DfE category: Respectful relationships)

- What makes us who we are?
- How do we make others feel?
- My special people

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- How safe would you feel?

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- What should Harold say?
- I don't like that!
- Fun or not?
- Should I tell?

Being my Best

- Basic First Aid

Rights and Respect (DfE category: Being safe)

- Feeling Safe

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- Haven't you grown!
- My body, your body
- Respecting privacy
- Some secrets should never be kept

Year 3

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- My special pet
- Looking after our special people
- Friends are special

Valuing Difference (DfE category: Respectful relationships)

- Family and friends
- Let's celebrate our differences
- Zeb

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Raisin Challenge (1)
- Super Searcher

Being my Best (DfE category: Being safe)

- I am fantastic!

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- Relationship Tree
- Body Space

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- Secret or surprise?
- My changing body
- None of your business!
- Basic First Aid

Year 4

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- Ok or not: 1
- When feelings change
- Under pressure

Valuing Difference (DfE category: Respectful relationships)

- Islands
- Friend or Acquaintance?
- That is such a stereotype!

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Keeping ourselves safe
- Raisin Challenge: 2

Rights and Respect (DfE category: Being safe)

- Who helps us keep healthy and safe?

Being my Best (DfE category: Being safe)

- What makes me ME?

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- My feelings are all over the place!
- All change!
- Preparing for changes at puberty (formerly 'Period positive')
- Secret or surprise
- Together

Year 5

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- How good a friend are you?
- Relationship cake recipe

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Valuing Difference (DfE category: Respectful relationships)

- Qualities of friendship
- Happy being me
- Is it true?
- Stop, start stereotypes

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- Decision dilemmas
- Play, Like, Share

Being my Best (DfE category: Being safe)

- Independence and Responsibility
- Star qualities
- Basic First Aid

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- How are they feeling?
- Taking notice of our feelings
- Growing up and changing bodies
- Changing bodies and feelings
- Help I'm a teenager, get me out of here!

Year 6

Me and My Relationships (DfE category: Families and people who care for me, Respectful relationships, Caring friendships)

- Solve the friendship problem
- Assertiveness skills
- Don't force me
- Acting appropriately

Valuing Difference (DfE category: Respectful relationships)

- Ok to be different
- We have more in common than not
- Advertising friendships!
- Boys will be boys? -challenging gender stereotypes

Keeping Safe (DfE category: Being safe, Respectful relationships, Online relationships)

- To share or not share?
- Joe's story (part 2)

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- Think before you click
- It's a puzzle

Rights and Respect (DfE category: Being safe)

- Fakebook Friends

Being my Best (DfE category: Being safe)

- What's the risk?
- Basic First Aid including Sepsis Awareness

Growing and Changing (DfE categories: Respectful relationships, Online relationships, Being safe)

- I look great!
- Media Manipulation
- Is this normal?
- Making babies
- What is HIV?

RSHE to support Transition from Year 6 to Secondary School

- Changes in the body related to puberty, such as periods and voice-breaking.
- When these changes are likely to happen and what issues may cause young people anxiety and how they can deal with this?
- How a baby is conceived and born?

Managing difficult questions

All teachers are aware of the ground rules, which provide an agreed structure to answering sensitive or difficult questions. Teachers will 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.

- **'Questions'** the child has a genuine but age inappropriate question. In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer. In the latter case, it will be discussed with parents how much information they are happy for their child to have.
- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this instance the staff member will follow the school **safeguarding procedures**.

(KCSIE notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.)

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Assessment

Assessment is the process where each pupil's learning and achievement are measured against the lesson objectives. Lessons begin by establishing what the children already know, and then building upon this. This also provides an opportunity to deal with any misconceptions. Pupil reflective assessments enable them to reflect on their own learning, progress and next steps. Written or oral assignments, quizzes, pupil self-evaluation, reflective logbooks, monitoring/feedback support the assessment process.

Working with Parents/ Parental Consultation

Parents will be sent a form requesting consent for their child to participate in the sex education programme. If the parent of any pupil requests that s/he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the Science Curriculum and relationships curriculum, be excused accordingly until the request is withdrawn. (Paragraph 41)

The Relationships Education, Relationships and Sex and Education (RSHE) and Health Education policy is shared on the school website and full details are available on request. As part of the school's parent consultation process, meetings are held to share when aspects of the sex and relationship programme are to be taught. An outline of the lesson content is provided in advance, enabling parents to support their child and make an informed decision on lesson participation.

Parents have the right to withdraw their children from aspects of sex education, not included in the PSHE Relationships Education, Health Education or in the Science Curriculum. However, students may not be withdrawn from content related to and articulated in the Equality Act 2010.

Those children who are withdrawn from the sex education elements of RSHE will be supervised in another class. The RSHE teacher and the school will provide information about the lesson being missed and ideas for other sources of support will be provided for parents to fulfil the task of educating their child.

In the event that a pupil is absent for RSHE lessons, arrangements will be made for the pupil to access this on another occasion.

Safeguarding / Confidentiality

Teachers need to be aware that sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. If a member of staff is concerned about a child they should refer to the procedures set out in our Safeguarding Policy.

Monitoring, Assessing and Reviewing

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly by the Head of PSHE and the Senior Leadership Team. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change if required.

Policy date: September 2024

Review date: September 2025