

Hazlemere Church of England Combined School



RSHE Policy

2024-26

***“Encourage one another and build one another up”
1 Thessalonians 5:11***

Headteacher

Signed on behalf of Governing body

Vision

To promote positive well-being and mental health of all children and ensure they are provided the opportunity to express and understand their emotions in a safe and respected environment.

Definition

RSHE is lifelong learning about ourselves, including our emotions, self-esteem, relationships, rights and responsibilities, sexuality, behaviour and health.

RSHE must enable young people to gain information, develop and transfer skills and explore attitudes and values, in order to support informed decision-making. RSHE involves a combination of sharing information, and exploring issues and values.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them.

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings).

Implementation

RSHE is an entitlement for all young people. At Brushwood Junior School, difference and diversity are taken into account when delivering RSHE. Special educational needs or disability, gender and age, nationality, religion, cultural and linguistic background, all affect access to RSHE.

At Brushwood Junior School, we believe that RSHE is most effective when provided in the wider context of social and emotional development. An overview of what the children will need to cover, by the end of Primary school, outlined in the national curriculum can be seen in Appendix 1.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSHE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Through pupil voice, be involved in developing and evaluating the content and delivery of their RSHE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSHE
- Contribute their views and ideas in support of the development of RSHE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSHE is taught
- Understand their rights and responsibilities in relation to RSHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

RSHE is part of the wider agenda of promoting positive relationships for children and young people. Our RSHE Policy contributes to meeting local and national priorities as described in strategies such as:

- Every Child Matters
- Sexual Health Strategies
- Looked After Children
- Children and Young People's Plan
- Safeguarding and Child Protection

Impact Aims

The aims of relationships and sex education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of personal growth and development, as well as the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Planning, teaching and learning

- Teaching methods take into account the developmental differences of children
- There is opportunity for discussion in whole class or small groups
- Teaching will focus on both boys and girls. Where necessary, sessions will be taught to boys and girls separately
- Each class will establish a set of ground rules that create a safe environment in which no-one feels anxious or embarrassed
- Teachers can protect pupils' privacy by using distancing techniques i.e. depersonalising discussions
- Ground rules should reduce the chances of unexpected questions but in the event of inappropriate questions the teacher should return to it later
- Techniques used in other subjects are effective in RSHE e.g. pre-assessment (what do we already know) what we want to find out, role play, discussion and reflection

RSE is delivered by class teachers as part of the PSHE curriculum. The year group teachers will deliver all lessons, consulting with a school nurse and members of the SLT where necessary.

Equal opportunities and Inclusion

In line with our Equal Opportunities Policy, we are committed to providing a teaching environment conducive to learning. At Brushwood Junior School, we understand the importance of ensuring that all children in our school receive their entitlement to RSHE.

Each child is valued, respected and challenged regardless of their social background, culture, race, religion, gender or ability. We will therefore carefully consider special educational needs or disability, gender, age, nationality, religion, cultural and linguistic background when planning and delivering RSHE.

Safeguarding and Child Protection:

In the case of any disclosure from a pupil, all staff will abide by the Safeguarding and Child Protection procedures and will report any disclosure to the designated person for child protection immediately.

Working with Parents

The school will seek to work in partnership with parents when planning and delivering RSHE. The school's RSHE programme is designed to complement and support the role that parents play. Parents must be reassured that teachers' personal beliefs and attitudes won't influence teaching of RSHE.

RSHE is supported by the schools' wider policy on PSHE to ensure that there is a focus on healthy relationships and an awareness of personal growth and development.

RSHE contributes to the Spiritual, Moral, Social and Cultural Development of the pupils.

Parents can access the whole school overview on Brushwood Junior School website in order to become more aware of what their children will be learning about each term.

Any parent or carer who wishes to withdraw their child should, in the first instance, contact the Class Teacher to discuss the matter. The RSHE plans will be used to guide the discussion to explain clearly which areas of RSHE are statutory and which are non-statutory. Parents or carers will be asked to reconfirm their decision to withdraw each time RSHE is planned for their child's class/year group. We would like to send home the resources used in school to support parents when having these conversation, if the decision is made to withdraw a child from these lessons. Parents can receive a copy of this policy upon request.

Assessment

Appropriate Learning Objectives and outcomes should be identified for all activities and assessment made against these.

Appendix 1

Long Term RSE & PSHE Plan

EYFS: Reception

Self-regulation: My feelings

Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

Building relationships: Special relationships

Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.

Managing self: Taking on challenges

Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practicing 'grounding' coping strategies.

Self-regulation: Listening and following instructions

Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.

Building relationships: My family and friends

Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.

Managing self: My wellbeing

Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, considering the importance of making balanced food choices.

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

Transition lesson: Helping Year 1 pupils with the transition to a new year and the changes that come with it.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.

Transition lesson: A lesson for Year 2 pupils to help them with their transition to Year 3, and the changes that may come with this move.

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.

Transition lesson: Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

Transition lesson: Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings.

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Transition lesson: Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

Transition lesson: Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have.