



Gallions Primary School

RSHE

**Date Approved by Governors: November
2020**

Aims and objectives of RSHE

Introduction

Relationships and Sexual Health Education (RSHE) is lifelong learning about physical, moral and mental development. It is about the understanding of the importance of family life, as well as other stable and loving relationships, based on respect, love and care. It is also about the age appropriate teaching of aspects of sex, sexuality, and sexual health. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

It is the intention of Gallions to teach high quality; age appropriate, pupil-sensitive, evidence-based RSHE that demonstrates a respect for the law and all communities that call Newham home. It is expected that RSHE in Gallions will help pupils to learn about themselves and the world they live in, giving them the skills, understanding and information they need for life. This will help them to stay safe and to flourish, not just in childhood, but into adulthood and for the rest of their lives. This is why RSHE is such an important part of the curriculum.

Why are we teaching RSHE?

Because it is the right thing to do

Our children are growing up in an increasingly complex world with new opportunities, but also new challenges. We as a school want our pupils to flourish in the world they find themselves and to work hard throughout all curriculum areas to give our pupils the skills and knowledge they need to do that. RSHE teaching is an important part of equipping our pupils for life in 21st century Britain, enabling them to embrace diversity, make the most of technology; understand the importance of, and develop the skills which lead to them being able to sustain healthy and strong relationships.

Statutory content: RSHE

By law primary schools are required to teach relationships and health education, alongside national curriculum science and within the context of safeguarding. Here at Gallions we acknowledge that parents/carers are a child's first and most effective teacher and so will ensure that we have annual meetings with parents or carers to present our RSHE curriculum as well as hear from parents/carers about any concerns or questions they have. We are clear that our aim is to educate pupils about these important subjects alongside parents and carers.

There is no right to withdraw from the statutory RSHE curriculum

Health Education (Physical Health and Mental Wellbeing)

The aim of Health Education is to give pupils the information that they need to make good decisions about their physical and mental health and wellbeing. Pupils' will recognize what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

See appendices for full list of content.

There is no right to withdraw from Health Education

Relationships Education

The focus in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults. Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils.

Pupils will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary school.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

(see appendices for full list of content)

There is no right to withdraw from Relationships Education

National Curriculum Science

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and the changes to the human body as it grows from birth to old age, including puberty, and sexual and asexual reproduction in mammals and plants.

Gallions Primary School is an academy and as such is not required to teach science as it appears in the national curriculum, **however**, we are expected to only use alternatives where it can be demonstrated that the alternatives enable schools to provide a science curriculum of an even higher standard than that offered by the national curriculum. At Gallions school we therefore choose to teach science in line with the national curriculum.

There is no right to withdraw from national curriculum science.

Sex Education that goes beyond national curriculum science

At Gallions, after yearly summer consultation with parents and Governors, we have decided to teach Sex Education beyond that taught within the science curriculum. The school will be teaching about 'how a baby is conceived and is born' in year (5/6) following on from the national science curriculum, which teaches about sexual reproduction in mammals in year 5.

Research shows that young people believe school is a trusted place where they would like to learn RSHE. (Sell 2019). Also, a recent consultation of secondary school students in Newham has seen 63% of year 10s say that they think that pupils should learn how a baby is made and born at primary school age. We believe that by teaching this topic here, it will help to equip our pupils for the transition to secondary school where they may learn about sex from less reliable sources such as friends or older children in the playground.

Sex education at Gallions will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to secondary school.

The right of parents/carers to withdraw their children from non-statutory RSHE

Parents/carers have a right to withdraw their children from non-statutory RSHE, i.e. 'how a human baby is conceived and is born', following a meeting with a member of the Senior Leadership Team (SLT) to discuss their concerns. The school will document this process.

We teach Sex education in the summer term and we will have additional parent consultations at this time to go into more detail about the content of this learning.

How will we ensure lessons are taught sensitively?

Puberty and menstruation and human reproduction and birth are seen as sensitive topics to teach in R(S)HE and therefore we will put in special measures to make sure that pupils feel at ease when talking about these topics.

- Single sex classes for some lessons/ all lessons so that children feel less self-conscious and students may be more relaxed and feel able to ask questions
- Use of anonymous question boxes
- Same sex teachers for single sex groups

The teaching of RSHE In Gallions Primary school is delivered within and influenced by all relating school policies

- Behaviour policy
- Antibullying policy
- Equality policy
- Safeguarding policy
- Inclusion policy

Safeguarding

Safeguarding is an important aspect of all of the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with our safeguarding policy.

Equality

- The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics)
- The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.
- Our school celebrates difference and diversity. The bullying of anyone for any reason is not acceptable. It is expected that our relationships education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Gallions a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

Planning and Delivery

The Relationships and Sexual Health Education at this school is firmly embedded in the PSHE framework and will help children learn to respect themselves and others, and move with confidence from childhood, through puberty and into adolescence. The school believes that the responsibility for planning and delivering this curriculum lies firmly with the teaching staff based on the needs of all pupils. RSHE is taught by classroom teachers, sometimes supported by classroom assistants and occasionally the school nurse or other outside agencies.

For more details on what is taught in each year please see our PSHE Scheme. Parents and governors are welcome to view the Scheme of Work and any resources used and to discuss their use with the teaching staff. A variety of teaching strategies is used in this area of the curriculum. This includes, group work, discussion, pair work, role-play, individual work, reflection, circle time, film clips, use of children's fiction books, etc. It is important for staff teaching this area of the curriculum to make good use of the teaching strategies. 'Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.'

Relationships Education, Relationships and Sex Education (RSE) and Health Education Draft statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, February 2019

RSHE is monitored through inspection of teachers' short term planning and classroom observations and it is evaluated through discussion with teachers, parents and pupils, and end of unit evaluation which will include pupil voice. This area of the curriculum is constantly under review as a result of feedback from pupils and staff involved in the teaching. There is recognition within the school that there are different values, arising not only from religion, but also from social circumstances and upbringing.

Teachers need to be sensitive to these issues, and take into account a variety of different value bases when planning and delivering this programme of work.

Monitoring, Evaluation and Assessment.

- To ensure that the teaching and learning in RSHE in our school is of the highest standard, it will be monitored by our RSHE curriculum leader Rhian Walstone.

Monitoring and evaluation

This policy needs to have regular evaluation and monitoring to ensure it is being implemented and is effective.

The Inclusion Team will monitor the policy.

This Policy has been formally approved by the Governing Body of Gallions Primary School.

Signed by:

_____ Chair of Governors Date: __/__/__

_____ Headteacher Date: __/__/__

Appendix

1. The Jigsaw scheme of work taught at Gallions

This is an overview of the learning in RSHE and linked to wider learning in PHSE across the school. Parents wishing to see additional lesson breakdowns for learning in any unit (within in Year Group) should contact the school. Individual/schemes of lessons will be provided within a reasonable time.

1. Being me in my world Includes understanding my place in the class, the school and the global community as well as devising learning charters	4. Healthy me Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
2. Celebrating difference Includes anti bullying (cyber and homophobic bullying) and diversity work.	5. Relationships Includes understanding friendship family and other relationships, conflict resolution and communication skills
3. Dreams and Goals Includes goal setting, aspirations for yourself and the world and working together	6. Changing me This puzzle includes sex and relationship education in the context of coping positively with change (includes age appropriate sex education)

Whole school Jigsaw units of work

Each unit is broken down as such:

Unit 1 Being me in my world (Autumn 1)

Coverage	Age 3- 5 YR	Ages 5-6 Y1	Ages 6-7 Y2
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Feeling special Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings
Age 7-8 Y3	8-9 Y4	9-10 Y5	10-11 Y6
Setting personal goals Self-identity and self-worth Positivity in challenges Rules rights and responsibilities Rewards and consequences Responsible choices Seeing things from others perspectives	Being part of a class team Being a school citizen Rights responsibilities and democracy Rewards and consequences Group decision making What motivates behaviour	Planning for the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour effects groups Democracy, having a voice, participating	Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Anti-social behaviour Role modelling

Unit 2 Celebrating difference (Autumn 2)

Coverage	Age 3- 5 YR	Ages 5-6 Y1	Ages 6-7 Y2
	Identifying talents Being special Families who is my family? Important people who make me feel safe and loved. Where we live Making friends Standing up for yourself	Similarities and differences Understanding bullying and how to deal with it Making new friends Celebrating differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for yourself and others Making new friends Gender diversity Celebrating differences and remaining friends
Age 7-8 Y3	8-9 Y4	9-10 Y5	10-11 Y6
Families and their differences - 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. Family conflict and how to manage it Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influence Understanding bullying Problem solving Identifying how special and unique everyone is First impressions	Cultural differences Racism Rumours and name calling Types of bullying Material and wealth Happiness Enjoying and respecting and other cultures	Perceptions of normality - 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. Understanding disability Power struggles Understanding bullying Inclusion/ exclusion Differences as conflict Difference as celebration Empathy

Unit 3 Dreams and Goals (Spring 1)

Coverage	Age 3- 5 YR	Ages 5-6 Y1	Ages 6-7 Y2
	Challenges Perseverance Goal setting Overcoming Obstacles Seeking help Jobs Achieving goals	Goal setting Identifying successes and Achievements Learning styles Working well and celebrating achievements with a partner Tackling new challenges Identifying and overcoming new obstacles feelings of success	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing and sharing success
Age 7-8 Y3	8-9 Y4	9-10 Y5	10-11 Y6
Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Personal learning goals Success criteria Emotions In success Making a difference to the world Motivation Recognising achievements Compliments

Unit 4 Healthy me (Spring 2)

Coverage	Age 3- 5 YR	Ages 5-6 Y1	Ages 6-7 Y2
	Exercising Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety Road safety Linking health and happiness	Motivation Healthy choices Relaxation Healthy eating and nutrition Healthy snacks and sharing food
Age 7-8 Y3	8-9 Y4	9-10 Y5	10-11 Y6
Exercise Fitness regimes Healthy food swaps Attitudes towards drugs Keeping safe and why it's important online Respect for myself Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking and vaping Alcohol Anti-social behaviour Emergency first aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances effect the body Exploitation including county lines and gang culture Emotional and mental health Managing stress

Unit 5 Relationships (summer 1)

Coverage	Age 3- 5 YR	Ages 5-6 Y1	Ages 6-7 Y2
	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Belonging to a family Making friendships / being a good friend Physical contact preferences People who help us Qualities in a friend and person Self-acknowledgement Being a good friend to myself Celebrating special friendships	Different types of family - 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. Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special friendships
Age 7-8 Y3	8-9 Y4	9-10 Y5	10-11 Y6
Family roles and responsibilities Friendship and negotiation Keeping safe online Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older understand that boyfriend/girlfriend relationships are personal and special, and	Self-recognition and self-worth Building self esteem Being safe online Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMAART internet safety rules	Mental Health Identifying mental health worries and sources for support Love and loss Managing feelings Power and control Assertiveness Technology safety Taking responsibility with technology

	there is no need to feel pressurised into having a boyfriend/ girlfriend Showing appreciation to people and animals		
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Unit 6 Changing me (summer 2)

Coverage	Age 3- 5 YR	Ages 5-6 Y1	Ages 6-7 Y2
	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations	Life cycles- animals and human Changes in me Changes since being a baby Differences between male and female bodies (correct terminology) Linking growing and learning Coping with change Transition	Life cycles in nature Growing from old to young Increasing independence Differences in male and female bodies (correct terminology) Assertiveness Preparing for transition
Age 7-8 Y3	8-9 Y4	9-10 Y5	10-11 Y6
How babies grow Understanding a babies needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Self and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibilities Coping with change Preparing for transition	Self image Body image Puberty and feelings Conception to birth Reflection's about change Physical attraction - 'It's normal to start fancying people as you get older' Respect and consent Boyfriends/ girlfriends Sexting Transitions

Appendix 2

Statutory RSE Coverage (This must be taught by law)

Families and people who care for me

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- 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
- 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
- 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
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

- 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
- 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

Respectful relationships

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- 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
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

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Online relationships

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not

- 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
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

Being safe

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- 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
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources