



# **Primary RSE POLICY**

**Priestley Smith Specialist VI School**

**June 2022**

Policy review date: June 2023

Policy status: Statutory

Responsible member of SLT: Louise Herbert Assistant Headteacher

Priestley Smith School is committed to the rights of the child as outlined in the UN Convention and is working towards Rights Respecting Schools Gold award. This belief influences everything the school does and impacts upon all our policies.

**Article 3** The best interests of the child must be a top priority in all things that affect children.

**Article 5** Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

**Article 23** A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

### What is Relationships and Health Education (RHE)?

In September 2020 it will be compulsory for all primary schools to teach Relationship and Health Education in order for children to know how to stay safe and healthy and how to manage their academic, social and personal lives in a positive way.

RHE will put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy and safe. Mental wellbeing and happiness is central to these subjects and our aim is to also give pupils the knowledge and capability to take care of themselves and to know how to seek and receive support if problems arise.

All pupils at our school have a right to RHE, regardless of age, ability, gender or religion. It is especially important that children with a visual Impairment are taught these essential building blocks as they will not learn them incidentally from observing real life or seeing them demonstrated visually in pictures, books, DVDs, films or online. Blind and partially sighted children need to be taught these concepts directly to ensure they have full understanding. Because of this, and because the subject is **statutory** for all children, parents/carers do not have the right to withdraw their child from any aspect of RHE.

Priestley Smith School will ensure that all content of this compulsory subject is appropriate to the age and developmental level of each child, as well as being respectful to the backgrounds and beliefs of pupils and parents, whilst also abiding by British law.

### Subject Content

Relationship and Health Education (RHE) is taught at Priestley Smith School as part of our Personal, Social and Health Education (PSHE) curriculum.

RHE/PSHE is delivered to our Primary students through the following 3 themes:

- *Health and Well-being*
- *Relationships*
- *Living in the Wider World*

Our PSHE/RHE curriculum is delivered discretely for a minimum of one hour a week, but also underpins everything that we teach on a daily basis, through cross-curricular links, our school values, visits and assemblies. It is the responsibility of all teachers to plan and deliver RHE and PSHE, with support and guidance from the Primary PSHE Co-ordinator and Primary Curriculum Lead (Lucy Radford). All staff follow the Primary PSHE/RHE Scheme of work but differentiate it according to the individual learning level of each child. Our underlying driver is full pupil understanding and we therefore follow an approach based on **Stage not Age**. This means that children will not learn according to their chronological age but according to their developmental level.

PSHE and RHE is taught using a broad range of methods, including story telling, role play, practical and meaningful activities, out-of- school visits and written work, as well as using relevant schemes to support student understanding such as the NSPCC Pants Curriculum, Go Givers, Change for Life etc.

The main aim of our RHE & PSHE curriculum is to foster pupils' wellbeing as well as to develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.

We celebrate diversity through our RHE and PSHE curriculum and we teach about respect for, and celebration of, differences, including those related to religion, culture, belief, age, gender, sexuality, disability, race or sexual preference, in line with the British Equality Act 2010.

### **Our PSHE/RHE Vision**

In our teaching of PSHE and RHE, we aim for our students to learn, practise and develop essential life skills which will equip them to be well-rounded, confident and independent young people during their time at school and beyond. We want to prepare them for the future and ensure that they become fully participating, responsible and caring citizens. We want our students to celebrate the diversity in our world and to become tolerant, respectful young people who value themselves and others. We want children to recognise 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. We want them to understand and respect difference, not to be afraid or threatened by it. We want our children to contribute positively to their local community.

### **Our Aims & Expectations**

In our teaching of RHE and PSHE, we intend that our Primary students will:

- understand what is/is not a healthy relationship
- understand how to stay safe, online and offline
- understand how to maintain a healthy body and mind
- be able to take part in social relationships
- be able to understand and manage their feelings
- understand the term 'respect' and demonstrate this in their actions and comments towards others
- understand and celebrate diversity
- accept and tolerate difference
- contribute positively to the wider community
- develop self-help skills in order to gain confidence and independence
- understand how to ask for help
- develop confidence in talking, listening and thinking about feelings and relationships
- correctly name and identify private body parts
- understand how bodies change and be prepared for puberty when it happens

### **Monitoring & Evaluation**

The Primary PSHE co-ordinator/Head of Primary will monitor planning of the subject each term through scrutiny of teacher planning and pupil work and will support staff through department meetings to discuss any issues arising, share ideas and resources.

The Primary PSHE co-ordinator/Head of Primary will also collect evidence of work each term through learning walks.

The Primary PSHE co-ordinator/Head of Primary will observe some of the teaching of RHE through lesson observations.

The Primary PSHE co-ordinator/Head of Primary will prepare a subject report at the end of the academic year and share this with all Primary staff, Senior Leadership Team and Governors' Teaching and Learning Committee.

### **Guidance Used:**

*Statutory guidance- Relationships education, relationships and sex education (RSE) and health education (September 2019)*

*Equality Act 2010*

*Keeping children safe in education (September 2019 and September 2020)*

## Primary Relationships Education Overview

### By the end of Primary, most pupils should know...

<b>Families and people who care for me</b>	<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> <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 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>Caring friendships</b>	<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>
<b>Respectful relationships</b>	<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> <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>
<b>Online relationships</b>	<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>
<b>Being safe</b>	<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>