



RELATIONSHIPS, SEX & HEALTH EDUCATION [RSHE] POLICY

Approved by: Governing body **Date:** 28th September 2021

Last reviewed on: December 2022

Next review due by: 31st December 2023

1. Introduction

Larkfield staff and governors believe Relationships, Sex and Health Education (RSHE) is an important part of every child's entitlement to receive a relevant well-rounded education which nurtures:

- (a) personal safety, happiness, health and well-being
- (b) citizenship, i.e. a sense of identity, belonging, community, shared responsibility and personal agency.

These play an integral role in achieving our mission:

'For all our children to enjoy successful learning in a safe and happy environment'

RSHE at Larkfield is about:

- ensuring children's physical, moral and emotional development;
- celebrating the uniqueness, dignity and value of every human being;
- personal identity, safety and health;
- forming and maintaining stable, loving, non-abusive relationships with others;
- safeguarding the welfare of ourselves and others;
- reducing the risk of grooming, sexual exploitation and abuse;
- developing a "moral compass" to help us make good choices in life;

Larkfield aims to teach RSHE in such a way that is consistent with scientific truths, fundamental British values and sound pedagogy. It does not 'stand alone' as a subject, but rather runs through our wider curriculum. Hence, whilst many aspects of RSHE are covered in Personal, Social, Health and Education (PSHE) lessons, others are taught as part of our Science, Religious Education (RE), Physical Education (PE), and Information Technology (IT) curriculum. Children should also see the principles of RSHE in action across the school through our behaviour systems, in the way staff behave towards each other and towards children and have messages reinforced through our assembly programme.

Research demonstrates that good, comprehensive RSHE does not make young people more likely to become sexually active at a younger age and, in fact, knowledge can help prevent this, as well as helping to identify child protection issues in young children.

Parents have the **right to withdraw** children from the Sex education component of RSHE that is not part of the Science curriculum. We deliver this in Year 6 and provide the details of what will be taught and the materials used in advance of taught sessions so that parents can ask questions and make an informed decision.

2. Openness with parents/carers and other stakeholders

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise.

School parents/carers - together with Larkfield staff and governors - have been consulted in the development and subsequent three-yearly review of this RSHE Policy.

3. Moral and values framework

We will ensure that both the content of the PSHE curriculum and the teaching of RSHE reflects the school's ethos and values.

As staff and governors, we recognise that hatred, prejudice and discrimination are wrong and will not be tolerated in our school community. (All incidents which are judged to be racist, sexist, homophobic / biphobic / transphobic (HBT) or disability -related will be reported to senior leaders, and will be recorded on Edaware and dealt with according to school policies and procedures).

We understand that each and every one of us has a responsibility to ensure that every adult and child feels safe, respected, valued and welcome at Larkfield Primary School.

At Larkfield, the teaching of RSHE will encourage pupils to:

- Value and respect themselves.
- Value and respect others.
- Cherish and celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage.

4. Aims and objectives for RSHE

At Larkfield, we want all children to have the opportunity to experience a programme of RSHE at a level which is appropriate for their age and physical development, with differentiated provision where required.

RSHE will be taught in the context of relationships. In addition, RSHE will promote self-esteem and emotional health and well-being, and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others - at home, school, work and in the community.

The aim of RSHE is to provide children with age-appropriate knowledge and information, to explore attitudes and values, and develop skills in order to empower them to make positive decisions. This should take place with consideration of the quality of relationships within families.

The objectives of RSHE are as follows:

- To provide the knowledge and information to which all pupils are entitled.
- To tackle ignorance and prejudice.
- To promote tolerance and mutual respect.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- To help pupils to develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.

- To be prepared for puberty and adulthood.

5. Curriculum coverage

By the end of their time with us, all pupils are expected to have covered the following topics. (See Appendix A for more information.)

Relationships education will have included:

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe.

Health education will have included:

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies.

EYFS and Key Stage 1 curriculum context for learning about RSHE

Throughout this stage, children follow the ‘Second Step’ programme [Appendix B] which is designed to develop the skills they need for learning, alongside being able to understand their own and others’ feelings [both visual and physical], how to solve problems and manage relationships.

In KS1 Science, children begin to explore life cycles, they learn about the basic needs of animals and humans and about the importance of exercise, a balanced diet and hygiene. In PE they learn about teamwork through team games. In Computing they learn about using technology safely and respectfully, keeping personal information private and where to go for help when they are concerned about contact or content online. In RE they begin to learn about some different religions and the beliefs expressed, together with some special festivals and why they are important.

Key Stage 2 curriculum context for learning about RSHE

Across KS2, we cover much of our RSHE curriculum through the ‘1Decision’ PSHE framework.

In Science, Year 3 and 4 children build on their knowledge of life cycles. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community, and that there are different patterns of friendship.

They will develop skills needed to form relationships and to respect other people’s emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

In Lower Key Stage 2 Science, Year 3 and 4 pupils will:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction;
- know about the main stages of the human life cycle.

In Lower Key Stage 2 PSHE, Year 3 and 4 pupils will consider:

- why it is important to respect other people's viewpoints and beliefs;
- how to see things from other people's viewpoints, including those of parents/carers;
- how to discuss moral questions;
- how people who are believed to be 'different' can sometimes be targeted by bullying and why this is unacceptable;
- when it is appropriate to take a risk and when to say "No" and seek help;
- the diversity of values and customs in the school and in the community;
- the need for trust and love in established relationships;
- recognise and challenge stereotypes, e.g. in relation to gender;
- recognise the pressure of unwanted physical contact, and know ways of resisting it;
- a wide range of different family arrangements, e.g. second marriages, stepfamilies, fostering, extended families, households with two dads, households with two mums, and three or more generations living together.

Upper Key Stage 2 (Years 5 and 6) pupils

We teach about puberty and sexual issues in upper Key Stage 2.

6. Cross-curricular organisation of RSHE

RSHE is delivered through Science, RE, PE, IT and PSHE. There will also be many opportunities - both as planned learning activities and as serendipitous "teachable moments" - to deal with RSHE content and themes in a range of other subjects and contexts within school, e.g. English activities, circle and reflection times.

RSHE is taught by classroom teachers, teaching assistants and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve children's full participation are used to teach RSHE. These include use of media clips, discussion, drama and role play. RSHE is usually delivered in mixed-gender groups.

7. Visitors

Visitors, e.g. the school nurse, should complement but never substitute or replace planned provision or teach anything that contradicts the content and spirit of this policy.

8. The role of the RSHE Subject Leader

It is the responsibility of the RSHE Subject Leader to ensure all teachers are aware of this policy and able to plan and teach RSHE lessons accordingly.

9. Child Protection/confidentiality

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection issue. In such an event, the staff member will inform the Designated Safeguarding Lead person in line with the school's Child Protection and Safeguarding Policy and local authority procedures for Child Protection. Child Protection concerns would override all other considerations, including confidentiality.

10. Links with other policies

This policy is linked with the following policies:

- Anti-Bullying
- Child Protection and Safeguarding
- Confidentiality Statement
- e-Safety
- Equality Information and Objectives
- School Behaviour

Teachers 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 may be asked directly to the teacher or posted in the post box in the school library.

11. Staff induction

RSHE issues will be included in the induction programme for all new members of staff.

12. Monitoring and evaluation

RSHE will be monitored and evaluated by the PSHE Subject Leader every three years.

Appendix A: DfE RSHE expectations for the end of Primary School

End of KS2 expectations: relationships education

Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019) pp.20-22.

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 (available to both opposite and same sex couples) and civil partnerships represent 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.

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're very different (e.g.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.

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they're 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's 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're heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice (e.g. family, school and/or other sources).

End of KS2 expectations: physical health and mental wellbeing

Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019) pp.32-34.

Mental well-being

Pupils should know:

- That mental well-being is a normal part of daily life; the same as physical health.
- 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.
- 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.
- How to judge whether what they're feeling and how they're behaving is appropriate and proportionate.

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- Isolation and loneliness can affect children, and that it's very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.
- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).
- It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

Pupils should know:

- That for most people the Internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices, and the impact of positive and negative content online on their own and others' mental and physical well-being.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- 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.
- How to be a discerning consumer of information online, including understanding that information (including that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines, and how to achieve this, e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support, including which adults to speak to in school if they're worried about their health.

Healthy eating

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria, viruses, and how they're spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, e.g. dealing with common injuries, including head injuries.

Changing adolescent bodies

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual well-being, including the key facts about the menstrual cycle.

Unit 1: Skills for Learning

Lesson	Concepts	Objectives—Students will be able to:
1. Learning to Listen	<ul style="list-style-type: none"> Following Listening Rules helps everyone learn. Our brains get smarter every time we use them. 	<ul style="list-style-type: none"> Name and demonstrate the rules for listening in a group
2. Focusing Attention	<ul style="list-style-type: none"> Focusing attention involves using eyes, ears, and brain. You can focus your attention just by thinking about it, and the more you do it, the better you get at it. Using self-talk helps you focus attention. 	<ul style="list-style-type: none"> Name and demonstrate the Listening Rules Demonstrate attention skills in the context of a game
3. Following Directions	<ul style="list-style-type: none"> Listening and following directions are important Skills for Learning. Repeating directions helps you remember them. Following directions involves your eyes, ears, and brain. 	<ul style="list-style-type: none"> Demonstrate listening and following directions within the context of a game
4. Self-Talk for Staying on Task	<ul style="list-style-type: none"> <i>Self-talk</i> means talking to yourself out loud in a quiet voice or inside your head. Self-talk helps you focus and maintain attention. 	<ul style="list-style-type: none"> Demonstrate self-talk for remembering directions in the context of a drawing game
5. Being Assertive	<ul style="list-style-type: none"> Being <i>assertive</i> involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words). Assertive communication is the best way to ask for help. 	<ul style="list-style-type: none"> Demonstrate being assertive in response to scenarios

Unit 2: Empathy

6. Feelings	<ul style="list-style-type: none"> If you can name your own feelings, it will help you figure out how other people feel. All feelings are natural. Some feelings are comfortable, and some are uncomfortable. Physical clues can help you identify others' feelings. 	<ul style="list-style-type: none"> Name <i>happy</i> and <i>sad</i> when presented with physical clues Identify that happy is a comfortable feeling and sad is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios
7. More Feelings	<ul style="list-style-type: none"> Situational clues can help identify others' feelings. 	<ul style="list-style-type: none"> Name <i>interested</i> and <i>afraid/scared</i> when presented with physical and situational clues Identify that interested is a comfortable feeling and scared an uncomfortable one Identify a variety of feelings displayed in response to scenarios
8. Identifying Anger	<ul style="list-style-type: none"> It is natural to feel angry, but feeling angry is uncomfortable. It is not okay to be mean or hurt others. <i>Empathy</i> means feeling and understanding what someone else feels. 	<ul style="list-style-type: none"> Name <i>angry</i> when presented with physical and situational clues Identify that anger is an uncomfortable feeling Identify a variety of feelings displayed in response to scenarios

Lesson	Concepts	Objectives—Students will be able to:
9. Same or Different?	<ul style="list-style-type: none"> • People can have different feelings about the same situation. • It is okay for people to have different feelings about the same thing. 	<ul style="list-style-type: none"> • Compare physical and emotional similarities and differences between two students depicted in a story • Identify same and different feelings in response to scenarios
10. Accidents	<ul style="list-style-type: none"> • An <i>accident</i> is when you do something you didn't mean to do. • When you cause an accident, it's important to say so, so others won't think you did it on purpose. 	<ul style="list-style-type: none"> • Identify what to say when they do something by accident • Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios
11. Caring and Helping	<ul style="list-style-type: none"> • <i>Compassion</i> means caring about how someone else feels. • When you feel empathy for someone, compassion is a good way to show it. • You can show you care by saying or doing something kind. 	<ul style="list-style-type: none"> • Identify that listening is one way to show you care • Identify that helping is another way to show you care • Demonstrate caring and helping behaviors in response to scenarios
12. We Feel Feelings in Our Bodies	<ul style="list-style-type: none"> • You can use physical clues in your body to identify your feelings. • All your feelings are natural. • It is important to talk to a grown-up when you feel worried. 	<ul style="list-style-type: none"> • Identify physical clues for feeling worried • Identify a grown-up to talk to when they feel worried
13. Managing Frustration	<ul style="list-style-type: none"> • Feelings vary in strength. • Feelings that are strong need to be managed. • Saying "Stop" and naming your feelings are ways to begin to calm down. 	<ul style="list-style-type: none"> • Identify "Stop" and "Name your feeling" as ways to begin to calm down • Demonstrate saying "Stop" and naming feelings in response to scenarios
14. Calming Down Strong Feelings	<ul style="list-style-type: none"> • Belly breathing calms down strong feelings. • Belly breathing pushes the belly out when you breathe in. 	<ul style="list-style-type: none"> • Demonstrate belly breathing • Identify and demonstrate the Calming-Down Steps
15. Handling Waiting	<ul style="list-style-type: none"> • The Calming-Down Steps can help you manage feeling excited or impatient while waiting. • Finding quiet things to do that won't distract others also helps you wait. 	<ul style="list-style-type: none"> • Identify the Calming-Down Steps • Apply the Calming-Down Steps while waiting in a game situation
16. Managing Anger	<ul style="list-style-type: none"> • Feeling angry is natural. Hurtful, mean behaviors are not okay. • Your body lets you know when you are angry. • Learning to relax calms you down. 	<ul style="list-style-type: none"> • Name physical signs of anger • Apply the Calming-Down Steps in a game situation
17. Managing Disappointment	<ul style="list-style-type: none"> • When you don't get what you want, you can feel disappointed. • Strong disappointment can lead to feeling sad or angry. 	<ul style="list-style-type: none"> • Identify the feeling of disappointment • Demonstrate calming-down skills when they feel disappointed

Lesson	Concepts	Objectives—Students will be able to:
18. Handling Being Knocked Down	<ul style="list-style-type: none"> • When you get hurt, it's important to calm down before you do anything else. • You need to ask for more information and not assume that the action was on purpose. 	<ul style="list-style-type: none"> • Demonstrate calming down in response to scenarios • Demonstrate telling the other person they feel hurt and asking what happened • Demonstrate apologizing and saying it was an accident
19. Solving Problems	<ul style="list-style-type: none"> • You need to calm down before you solve a problem. • The first step in solving problems is to use words to describe the problem. • The second step in solving problems is to think of lots of solutions. 	<ul style="list-style-type: none"> • Use words to describe problems presented in scenarios • Generate multiple solutions to problems presented in scenarios
20. Inviting to Play	<ul style="list-style-type: none"> • When you see other kids being left out of play, it is important to notice and have empathy for them. • Inviting others to play is a caring thing to do. • Playing with others is a way to get to know them. 	<ul style="list-style-type: none"> • Demonstrate inviting someone to play in response to scenarios
21. Fair Ways to Play	<ul style="list-style-type: none"> • Sharing, trading, and taking turns are fair ways to play. • <i>Sharing</i> means playing together with a toy. 	<ul style="list-style-type: none"> • Identify a problem in response to a scenario • Generate solutions in response to a scenario • Name <i>sharing, trading, and taking turns</i> as fair solutions when two students want to play with the same thing
22. Having Fun with Our Friends	<ul style="list-style-type: none"> • When children play in fair ways, everyone has fun. • Other children sometimes have different wants or preferences. • Choosing to have fun with others rather than get your own way helps you be friends. 	<ul style="list-style-type: none"> • Demonstrate the Problem-Solving Steps with a problem in the lesson
23. Handling Having Things Taken Away	<ul style="list-style-type: none"> • It is important to calm down first before solving problems. • If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. • It is not okay to grab things away from others. 	<ul style="list-style-type: none"> • Identify a problem in response to scenarios • Generate solutions in response to scenarios • Demonstrate assertive communication in response to scenarios
24. Handling Name-Calling	<ul style="list-style-type: none"> • It is not okay to call people names that hurt their feelings. • If someone calls you a name, you can ignore the person or respond assertively. • If the person doesn't stop calling you names, you should tell a grown-up. 	<ul style="list-style-type: none"> • Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings • Identify an adult to tell if they cannot stop the name-calling
25. Reviewing <i>Second Step</i> Skills	<ul style="list-style-type: none"> • You have all learned a lot of new skills. • You can notice how much you have learned. 	<ul style="list-style-type: none"> • Recall and demonstrate the Listening Rules • Demonstrate how to calm down • Recall the Fair Ways to Play