Gig Mill Primary RSE and HE Policy

(This will be referred to as the RHW curriculum – Relationships, Health and Wellbeing)

Date	Review Date	Staff	Nominated Governor
June 2021	September 2021	Mrs H Daniels Mrs S Griffiths	Mrs J Hancock

1. Context

This policy has been developed in line with the new statutory framework: *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2019). This policy is also in conjunction with the *Keeping Children Safe in Education* (2019) and the *Equality Act* (2010).

Relationship and health education will be taught as part of our RHW curriculum. As a primary school, we are not required to provide sex education apart from the elements included in the primary science curriculum. However, as part of their RHW education, pupils in Years 5 and 6 will receive stand-alone puberty and relationships sessions, delivered by a trained health professional. These sessions will only cover the KS2 requirements within science and RSE and will not cover any KS3 curriculum.

2. Intent

Gig Mill's Relationships, Health and Wellbeing curriculum aims to equip children with essential skills for life. It intends to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships, and become active citizens responsibly participating in society around them. These lessons are strongly rooted in the core British Values. The themes used in our programme of study develop social, moral, spiritual and cultural awareness – developing the children's understanding of themselves and others in society. Through this, children will understand how to become resilient and know where to seek help when needed.

3. Implementation

Through dedicated RHW curriculum time, the lessons will be delivered using thematic units based on a spiral curriculum, where themes will be revisited throughout a child's journey through school.

The curriculum will be taught using a combination of the following:

- class teachers
- school nurse
- school leaders and visiting speakers in assemblies
- theme weeks / focus days
- school council / well-being warrior meetings / junior leader roles

Our children will be taught in a safe and supportive learning environment. Children will be given time for discussion, use high quality resources and pupils' work will be regularly recorded in a class floor

book to enable ideas to be revisited throughout the year. Lessons will also signpost key words & phrases, building a rich vocabulary to develop understanding.

Where a child indicates that they may be vulnerable and at risk, they will receive appropriate intervention by staff members in accordance with the school's Safeguarding policy.

Curriculum outline

The Programme of Study that has been developed sets out learning opportunities for key stages 1 and 2, in three core themes: *Health and Wellbeing, Relationships, and Living in the Wider World*. All learning builds from the Early Years Framework and links are made in Y1 to units taught in YR. The thematic approach that we have adopted, covers three units during a term and allows different year groups to work on similar themes using a spiral curriculum. These units cover the statutory requirements (set by the DfE -see Appendix 1) whilst also taking into account areas that are unique to our school context resulting in a programme tailored to the needs of the children at Gig Mill.

Programme of Study for Key Stage 1 and 2 – (see appendix 2)

Autumn term

1. Keeping Safe (Health and Wellbeing)
2. Families and Friendships (Relationships)
3. Belonging to a community (Living in the Wider World)

Spring term

4. Physical health and mental wellbeing (Health and Wellbeing)
5. Media literacy and digital resilience (Living in the Wider World)
6. Respecting ourselves and others (Relationships)

Summer term

7. Safe relationships (Relationships)
8. Money and work (Living in the Wider World)
9. Growing and changing (Health and Wellbeing)

Foundation Stage

In the Foundation stage, PSED is an integral part of the topic work covered during the year, related to developing a child's personal, social and emotional development. PSED is one of the three prime areas within EYFS. Each prime area is divided into early learning goals, for PSED these are:

- Self confidence and self awareness
- Managing feelings and behaviour
- Making relationships

4. Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their child from the non-statutory / non-science components of sex education within the PSHE programme. **As all sex education taught at Gig Mill is wholly based on the National Curriculum Science units for Key Stages 1 and 2, there are no aspects which children can be withdrawn from.**

5. Equality and Diversity

At Gig Mill Primary School, RHW education is accessible to every pupil. Teaching will take into account the age, religious and cultural backgrounds of each child in accordance with the Equality Act (2010). This will ensure that topics are carefully planned and appropriately handled. The Gig Mill RHW curriculum is deliberately inclusive of all pupils and their families – pupils will learn that families in our school community can all look a little different to each other; but that they are still families. Pupils will also learn about healthy relationships which will include reference to LGBTQ+ relationships (in line with statutory guidance- see appendix 1 and 2.) A strong positive relationship between our school and the local community helps to create a constructive context for the teaching of the RHW curriculum.

6. How 'off script' questions from pupils will be handled

Teachers will establish ground rules with the class at the beginning of the programme. On occasions, when an explicit or difficult question is asked in the classroom, the question does not have to be answered directly. It may be answered individually at a later point or not at all if deemed inappropriate for the age of the child. Teachers will be asked to use their professional judgement and seek guidance/advice from a member of the leadership team if uncertain.

7. Information shared with parents

The school is committed to working in partnership with parents. This policy is available to parents and the curriculum overview can be viewed in appendix 2. Our school nurse is available for parents to speak to about the specific health-professional led sessions for Y5 & Y6 and is also available for all parents to speak to for help and advice.

8. Consultation with parents

In the development of the curriculum, parents will be invited to review the curriculum, sharing their opinions and views as part of the consultation process.

9. Safeguarding

Teachers will conduct RSHE/ RHW lessons in a sensitive manner. Where a child indicates that they may be vulnerable and at risk, they will receive appropriate intervention by staff members in accordance with the school's Safeguarding policy.

10. Children with SEND

RSE and Health Education must be accessible for all pupils. The school will ensure that the needs of all pupils are met. This may mean additional support within some lessons, small groups or adapting resources to enable access. When teaching RHW at Gig Mill, consideration will be given to the individual targets on Education Health and Care plans (EHCP) which may address specific RHW targets. For pupils who are gifted and talented, provision will be made for additional opportunities to take responsibility, develop leadership skills and to be proactive within the wider community.

10. Monitoring and Impact

The RHW lead and SLT are responsible for monitoring the standards of children's work and the quality of teaching. Children will also be assessed through their ability to apply their understanding to social interactions within their classroom and the wider community. The RHW curriculum at Gig Mill is designed to ensure that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

Colleagues are supported through the sharing of information and developments in the subject as well as CPD opportunities through staff meetings and INSET days.

This policy was written in May 2021 ahead of consultation with parents and staff. It has been approved in draft form by the governors. It will be implemented following consultation and reviewed annually in line with changes to statutory provision for PSHE, RSE and HE from September 2021.

Appendix 1 – DfE Statutory Requirements (2019)

By the end of Primary school:

Relationships Education

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.

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.

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 e.g. family, school and/or other sources.

Physical health and mental wellbeing

Mental wellbeing

Pupils should know:

• that mental wellbeing is a normal part of daily life, in the same way 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 are feeling and how they are behaving is appropriate and proportionate.

• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing 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 is 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 wellbeing.

• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

• it is 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 wellbeing.

• 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; for example 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 are 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, for example, 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, how they are spread and treated, and the importance of hand-washing.

• the facts and science relating to allergies, 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, for example dealing with common injuries, including head injuries.

Changing adolescent body

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 wellbeing including the key facts about the menstrual cycle.

Appendix 2 – Gig Mill Primary Curriculum coverage

	Autumn Term			**Spring Term**			**Summer Term**		
Themes	Keeping safe [Health and Wellbeing]	Families and friendships [Relationships]	Belonging to a community [Living in the wider world]	Physical health and mental wellbeing [Health and Wellbeing]	Media literacy and digital resilience [Living in the wider world]	Respecting ourselves and others [Relationships]	Safe Relationships [Relationships]	Money and Work [Living in the wider world]	Growing and Changing [Health and Wellbeing]
1	How rules and age restrictions help us; keeping safe online	Roles of different people; families; feeling cared for	What rules are; caring for others' needs; looking after the environment	Keeping healthy; food and exercise, hygiene routines; sun safety	Using the internet and digital devices; communicating online	How behaviour affects others; being polite and respectful	Recognising privacy; staying safe; seeking permission	Strengths and interests; jobs in the community	Recognising what makes them unique and special; feelings; managing when things go wrong
2	Safety in different environments; risk and safety at home; emergencies	Making friends; feeling lonely and getting help	Belonging to a group; roles and responsibilities; being the same and different in the community	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	The internet in everyday life; online content and information	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	What money is; needs and wants; looking after money	Growing older; naming body parts; moving class or year
3	Risks and hazards; safety in the local environment and unfamiliar place	What makes a family; features of family life	The value of rules and laws; rights, freedoms and responsibilities	Health choices and habits; what affects feelings; expressing feelings	How the internet is used; assessing information online	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Different jobs and skills; job stereotypes; setting personal goals	Personal strengths and achievements; managing and reframing setbacks
4	Medicines and household products; drugs common to everyday life	Positive friendships, including online	What makes a community; shared responsibilities	Maintaining a balanced lifestyle; oral hygiene and dental care	How data is shared and used	Respecting differences and similarities; discussing difference sensitively	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Making decisions about money; using and keeping money safe	Personal identity; recognising individuality and different qualities; mental wellbeing
5	Keeping safe in different situations, including responding in emergencies, first aid	Managing friendships and peer influence	Protecting the environment; compassion towards others	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	How information online is targeted; different media types, their role and impact	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Physical contact and feeling safe FGM	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
6	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media	Attraction to others; romantic relationships; civil partnership and marriage	Valuing diversity; challenging discrimination and stereotypes	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Evaluating media sources; sharing things online	Expressing opinions and respecting other points of view, including discussing topical issues	Recognising and managing pressure; consent in different situations	Influences and attitudes to money; money and financial risks	Human reproduction and birth; increasing independence; managing transition