



## RSHE Policy

*We aim to be the school of choice for our community.  
Through living our Christian values, everyone at WCEJS has the opportunity to flourish.  
We nurture the curiosity to learn, the courage to lead and the compassion to care.*

**Building Solid Foundations (Mathew 7: 24-27)**

### Intent

Our aim is that all pupils will flourish, being ambitious and developing the skills and dispositions for lifelong learning. In RSHE we want to do this in a way that is enjoyable and accessible to all children. We aim to assist children to prepare for adult life in modern Britain by supporting them through their physical, emotional and moral development, and helping them to understand themselves, respect others as well as form and sustain healthy relationships. Children are encouraged to be curious about themselves, others, the world and beyond, developing positive attitudes to learning about difference and diversity. Children will strengthen their sense of identity and develop their respect for each other and the environment by exploring the wider context of social and emotional development. Children will develop their thinking skills and be encouraged to debate aspects of their understanding in a secure and supportive environment. They will build solid foundations, developing a strong sense of well-being, self-worth and spirituality.

### Objectives

- Create a supportive environment where children can develop effective interpersonal and communication skills.
- Encourage everyone to respect themselves and others, their views, backgrounds, cultures and experiences.
- Acquire and develop knowledge and understanding of healthy relationships, respect for their bodies, keeping themselves and others safe.
- Develop an understanding of the influence of media on individuals, communities, societies and cultures.
- Enhance the children's own spiritual, moral, cultural and social developments by developing awareness of how RSHE relates to them, the community and beyond.

### Implementation

#### Curriculum Organisation

- Since September 2020, it is statutory for schools to deliver Relationships Education in primary schools and are encouraged by the Department of Education to deliver Sex Education that ensures both boys and girls are prepared for the changes that adolescence brings. Health education, which is also statutory from September 2020, covers the key facts about puberty and the changing adolescent body. These lessons are compulsory.
- Sex education takes place in Year 6. Children will learn about a variety of ways in which the sperm can fertilise the egg to create a baby; know the legal age of consent and what it means. Parents have the right to withdraw their child from this lesson. The RSHE lead and parent are encouraged to discuss the reasons for a child not attending the lesson before a decision is made - If a child is excused from sex education lessons, they will receive an appropriate, alternate activity to complete in school during the lesson.
- It has been agreed locally to follow the recommendation of one RSHE lesson per week, with flexibility available to the individual teacher on how best to allocate this time to cover the areas of study.
- The school follows the Coram Scarf Scheme of Work.
- In Key Stage 2 children study there are 6 units of work: Me and my relationships, valuing difference, keeping myself safe, rights and responsibilities, being my best self and growing and changing. Please see appendix A for coverage in each year group.
- The curriculum planning in RSHE is carried out in two phases (medium-term and short-term). Medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure appropriate balance and equity. Short term plans should list the specific learning objectives for each lesson, content and differentiated activities.
- Planning is based upon the prior learning of the children ensuring opportunities for children of all abilities to develop their knowledge, belief and respect for each other. There is planned progression built into the scheme of work, so that the children are increasingly developing their understanding as they move up through the school.
- RSHE will be taught in their classes by their class teachers.
- Children will be given the opportunity to ask questions and staff will respond to these in an age-appropriate manner. If we are unable to answer a question, we will encourage them to speak to an adult at home.
- 'Promoting fundamental British values' are integral parts of the teaching of RSHE and will be planned for as well as time being given to explore questions and issues as they arise.
- We encourage the children to describe and discuss in a curious and compassionate way, how they and others may feel whilst expressing opinions and beliefs in a safe environment.

#### Pedagogy

- A variety of teaching and learning styles are used in RSHE lessons.
- Our principal aim is to build solid foundations and develop the children's knowledge, skills and understanding.

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- Within lessons, we give the children the opportunity to work collaboratively with each other and they have the opportunity to use a wide range of resources.
- We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies, including differentiating tasks so that all children are engaged and challenged, and through promoting a 'growth mind-set' approach where pupils take responsibility for their learning.
- We ensure the RSHE curriculum is relevant to both sexes and to transgender pupils.
- We acknowledge different ethnic, religious and cultural attitudes to RSHE by consulting pupils and parents about their needs, considering their views and promoting respect for, and understanding of, the views of different ethnic and cultural groups.
- We recognise that pupils may come from a variety of family situations and home backgrounds and this will be reflected in the teaching resources we use. We encourage children to respect each other's personal circumstances.
- The RSHE curriculum is sensitive, honest and balanced in its consideration of sexuality. We understand that pupils and/or family members or friends may be gay, lesbian, bi-sexual or transgender.

### Impact

#### Teaching & Assessment

- By the end of Key Stage 2 pupils should have had opportunities to enhance their own moral development by:
  - discussing matters of personal concern arising from their personal beliefs and commitments
  - showing care and consideration in listening to and talking about the beliefs of others
  - developing and understanding of what it means to belong to a community
  - discussing the differences between right and wrong and the nature of individual responsibility
  - discussing feelings and emotions
  - developing ideas fundamental to our vision and values
- Teachers assess children's work in RSHE by making assessments as they observe them working during lessons as well as end of unit assessments. WINKS are used at the start and end of units of study for staff and children to assess their learning. These records enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

The RSHE subject leader will carry out monitoring activities in line with school policy and is responsible for ensuring that teachers are using relevant schemes of work and are updated about current developments within RSHE. Following an annual review of progress, the governors are informed about standards in and changes to RSHE within the school (annual report to Curriculum Committee). Teachers are expected to ensure lessons are planned using the agreed scheme and that WINKS are being used to assess progress and identify gaps in learning. Best practice is shared with teaching teams through PPA meetings and staff training. Link Governors will support the RSHE Leader by making termly visits to discuss the state of RSHE teaching in the school.

#### Training & Development

- INSET needs are identified annually through the use of surveys and monitoring evidence.
- Opportunities for staff training will be made available if an aspect of teaching is identified as a focus.

The RSHE Leader has access to Coram Scarf Scheme of Work and it is available to all staff online.

Date of review: As required.

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Appendix A

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping myself safe</i>	<i>Rights and responsibilities</i>	<i>Growing and changing</i>	<i>Being my best self</i>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>- Explore why we have rules/laws</li> <li>- Explain the feelings we might have we lose something/someone</li> <li>- Define and demonstrate cooperation and collaboration.</li> <li>- Identify who they have relationships with and how to maintain positives ones (friends, parents etc)</li> <li>- Rehearse and demonstrate simple strategies for resolving conflict.</li> <li>- Understand what a dare is and how manage that situation.</li> <li>- Express opinions and consider those of others.</li> <li>- Identify qualities of friendships and how to manage fallouts.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise there are different types of families and understand what is meant by ‘adoption’, ‘fostering’ and ‘same sex’ couple</li> <li>- Identify the different communities we belong to and the benefits of this.</li> <li>- Reflect on listening skills and develop respectful language when challenging others.</li> <li>- Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds.</li> <li>- Recognise what factors make people similar to and different from each other</li> <li>- Explore why people have prejudiced views and understand what this is.</li> </ul>	<ul style="list-style-type: none"> <li>- identify if situations are safe or unsafe and who can help</li> <li>- explain the difference between danger and risk.</li> <li>- identify and manage risks</li> <li>- identify key risks associated with alcohol and cigarettes</li> <li>- evaluate the validity of statements found online</li> <li>- recognise and describe appropriate behaviour online</li> <li>- demonstrate strategies for accessing risks</li> <li>- understand that medicines are drugs and suggest ways they can be helpful or harmful</li> </ul>	<ul style="list-style-type: none"> <li>- identify volunteers in the community and explore the reasons why people volunteer</li> <li>- identify key people who are responsible for keeping us safe</li> <li>- understand the difference between fact and opinion and how events can be perceived from different viewpoints</li> <li>- evaluate and explain different methods of looking after the school environment</li> <li>- understand the term ‘income’, ‘saving’ and ‘spending’</li> <li>- explore why people go to work</li> </ul>	<ul style="list-style-type: none"> <li>- Identify different types of relationships and recognise who they have healthy relationships with.</li> <li>- Understand what is meant by the term personal space and when it is appropriate/inappropriate to allow someone into this space.</li> <li>- Know the difference between a safe and unsafe secret. Explain how surprises and secrets can make people feel.</li> <li>- know basis first aid skills</li> </ul>	<ul style="list-style-type: none"> <li>- Explain what is meant by the term balanced diet</li> <li>- Explain how some infectious illnesses are spread from person to person; know strategies to prevent this</li> <li>- Develop skills in discussing and debating an issue</li> <li>- Identify their achievements and areas for improvement.</li> <li>- Understand how the brain sends and receives messages through the nerves.</li> <li>- Name major internal body parts and describe how food, water and air enter my body.</li> <li>- Explore different skills people have developed and recognised their own skills and those of others in the class.</li> </ul>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<i>Me and my relationships</i>	<i>Valuing difference</i>	<i>Keeping myself safe</i>	<i>Rights and responsibilities</i>	<i>Growing and changing</i>	<i>Being my best self</i>

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>- describe 'good' and 'not so good' feelings and how they impact our body</li> <li>- explain what we mean by a positive, healthy relationship</li> <li>- recognise that there are times when we might need to say no to a friend</li> <li>- demonstrate strategies for working collaboratively</li> <li>- recognise that people can feel different in the same situation</li> <li>- recognise that feelings may change towards something or someone</li> <li>- Understand and give examples of where pressure to behave in an unhealthy, unacceptable or risky way might come from</li> </ul>	<ul style="list-style-type: none"> <li>- describe the term negotiation and compromise</li> <li>- Understand that they have the right to protect their personal body space;</li> <li>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space</li> <li>- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)</li> <li>- recognise potential consequences of aggressive behaviour</li> <li>- demonstrate ways of showing respect towards people of different faiths, customs, gender, ethnicity</li> <li>- understand and identify stereotypes, including those promoted in the media</li> </ul>	<ul style="list-style-type: none"> <li>- identify situations which are dangerous, risky or hazardous</li> <li>- understand and explain the implications of sharing images online, without consent.</li> <li>- identify what a dare is and strategies for managing them.</li> <li>- explain safety issues with medicine use and discuss strategies for preventing infectious diseases</li> <li>- understand some of the key risks and effects of smoking and drinking alcohol</li> <li>- describe stages of identifying and managing risks.</li> <li>- understand that we can be influenced positively and negatively</li> </ul>	<ul style="list-style-type: none"> <li>- explain how people in school and the local community help to keep us safe/healthy</li> <li>- understand that humans have rights and responsibilities.</li> <li>- understand the reason we have rules</li> <li>- explore how reports in the media can influence what we think about a situation</li> <li>- explain the role of a bystander and recognise how their actions can influence the outcome of a situation</li> <li>- Understand some of the ways that various national and international environmental organisations work to help take care of the environment</li> <li>- explore the terms income and expenditure</li> <li>- explore the terms 'income tax', 'national insurance' and 'VAT'</li> </ul>	<ul style="list-style-type: none"> <li>- Describe some of the changes that happen to people in their lifetime (e.g. moving house)</li> <li>- Understand how the onset of puberty can have emotional as well as physical impact and how this impacts relationships with family</li> <li>- Know the correct terminology for their genitalia; understand and explain why puberty happens</li> <li>- Know the key facts of the menstrual cycle and identify some of the ways to cope better with periods.</li> <li>- Explore when a secret might make them feel uncomfortable and who to ask for help from</li> <li>- Explain what marriage is and recognise that marriage includes same sex and opposite sex partners;</li> </ul>	<ul style="list-style-type: none"> <li>- celebrate and appreciate ways in which everyone is unique</li> <li>- explain that some choices we make for ourselves and some we make for others</li> <li>- explore how the body gets energy</li> <li>- understand ways in which they can contribute to caring for the environment</li> <li>- explore what is meant by community and how different people support the it</li> <li>- know how to make a clear and efficient call to 999 and explore the concepts of basic first aid.</li> </ul>
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<b>Year 5</b>	<ul style="list-style-type: none"> <li>- describe the attributes needed to work collaboratively</li> <li>- describe the stages for resolving difficult issues or situations</li> <li>- explore some of the key qualities of friendship</li> <li>- identify what makes a relationship unhealthy and where to seek support</li> <li>- identify the characteristics of passive, assertive and aggressive behaviours.</li> <li>- recognise basic emotional needs and that they can change according to circumstance</li> <li>- explore how online communication can be misinterpreted</li> </ul>	<ul style="list-style-type: none"> <li>- describe ways of making a friendship last and explore why friendships sometimes end.</li> <li>- demonstrate respectfulness when responding to others</li> <li>- consider how discriminatory behaviour can be challenged</li> <li>- describe the benefits of living in a diverse society</li> <li>- Recognise that some people post things online about themselves that aren't true; understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> <li>- identify the impact of positive and negative behaviours on themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>- explore what a habit is</li> <li>- explore how to weigh up risk factors when making a decision</li> <li>- explore strategies to deal with (and support victims of) face-to-face bullying and online bullying.</li> <li>- suggest ways of standing up to someone who gives you a dare</li> <li>- recognise disrespectful behaviour online and how to respond to it</li> <li>- know that all medicines are drugs but not all drugs are medicines</li> <li>- understand the actual norms around smoking and the reason for the common misconceptions of these.</li> <li>- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</li> </ul>	<ul style="list-style-type: none"> <li>- identify, write and discuss issues currently in the media concerning health and wellbeing</li> <li>- Understand what biased reporting is and the need to think critically about things we read</li> <li>- Identify the impact on individuals and the wider community if responsibilities are not carried out.</li> <li>- Give examples of voluntary groups, the kind of work they do and its value.</li> <li>- Suggest questions a consumer should ask before buying a product.</li> <li>- Define the terms loan, credit, debt and interest;</li> <li>- Explain that local councillors are elected and explore some of the areas that local councils have responsibility for;</li> </ul>	<ul style="list-style-type: none"> <li>- Use a range of words and phrases to describe the intensity of different feelings</li> <li>- Identify people who can be trusted; understand what kinds of touch are acceptable or unacceptable</li> <li>- Explain how someone might feel when they are separated from someone or something they like</li> <li>- Know the correct words for the external sexual organs; discuss some of the myths associated with puberty</li> <li>- Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> <li>- Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>- Recognise that some people can get bullied because of the way they express their gender</li> </ul>	<ul style="list-style-type: none"> <li>- research the harmful effects of smoking/drinking alcohol</li> <li>- Know the basic functions of the four systems (digestive, nervous, circulatory and respiratory) and know they are inter-related.</li> <li>- develop self-awareness</li> <li>- suggest ways of improving the school community.</li> <li>- identify ways in which they can help those who are responsible for making sure they are safe and healthy</li> <li>- recognise that the way people are portrayed in the media isn't always an accurate representation of them in real life</li> <li>- recap on basic first aid skills</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>- demonstrate and implement the skills needed to work collaboratively</li> <li>- Demonstrate positive strategies for negotiating and compromising within a collaborative task</li> <li>- Recognise some of the challenges that arise from friendships</li> <li>- Demonstrate using some assertive behaviour, through role-play, to resist peer influence and pressure.</li> <li>- Recognise and empathise with patterns of behaviour in peer-group dynamics</li> <li>- Describe the consequences of reacting to others in a positive or negative way</li> <li>- Describe ways in which people show their commitment to each other</li> <li>- Recognise that some types of physical contact can produce strong negative feelings; know that some inappropriate touch is also illegal</li> <li>- Describe safe and respectful behaviours when using communication technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest strategies for dealing with bullying, as a bystander</li> <li>- Demonstrate ways of offering support to someone who has been bullied</li> <li>- Demonstrate ways of showing respect to others, using verbal and non-verbal communication.</li> <li>- Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> <li>- explore the difference between a friend and an acquaintance and the qualities needed to build a strong, positive friendship</li> <li>- recognise how the media can sometimes reinforce gender stereotypes; explore how we can challenge stereotypical gender portrays of people</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and describe the ease with which something posted online can spread</li> <li>- Describe safe behaviours when using communication technology.</li> <li>- Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online</li> <li>- Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour</li> <li>- Explain how drugs are categorised and understand that they can have medical and non-medical uses.</li> <li>- understand some of the basic laws in relation to drugs</li> <li>- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these</li> <li>- Explain how these emotional needs impact on people's behaviour</li> <li>- Understand and give examples of conflicting emotions</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the language and techniques that make up a biased report;</li> <li>- Understand why people don't tell the truth and often post only the good bits about themselves, online</li> <li>- Explain some benefits of saving money</li> <li>- Evaluate the different public services and compare their value.</li> <li>- Explain what we mean by the terms voluntary, community and pressure (action) group;</li> <li>- Explain what is meant by living in an environmentally sustainable way;</li> <li>- explore democracy in Britain: elections</li> <li>- explore democracy in Britain: how laws are made</li> </ul>	<ul style="list-style-type: none"> <li>- Suggest positive strategies for dealing with change</li> <li>- Recognise that photos can be changed to match society's view of perfect; identify qualities that people have, as well as their looks.</li> <li>- Recognise how the media can sometimes reinforce gender stereotypes</li> <li>- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>- Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>- <b>Know a variety of ways in which the sperm can fertilise the egg to create a baby; know the legal age of consent and what it means. (Parents can withdraw their child from this lesson)</b></li> </ul>	<ul style="list-style-type: none"> <li>- explore the 5 ways to well-being</li> <li>- Identify aspirational goals; describe the actions needed to set and achieve these</li> <li>- Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</li> <li>- Identify risk factors in a given situation (involving alcohol)</li> <li>- Understand risks related to growing up and explain the need to be aware of these;</li> <li>- recap basic first aid</li> </ul>

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