

'Growing and maturing in our learning journey'



PSHE/ RHE

'They are like trees that grow beside a stream, that bear fruit at the right time, and whose leaves do not dry up. They succeed in everything they do.' Psalms 1:3

Intent

Implementation

Impact



IT IS THE INTENTION OF SPETISBURY PRIMARY SCHOOL TO TEACH HIGH QUALITY, AGE APPROPRIATE, PUPIL-SENSITIVE, EVIDENCE-BASED PSHE



AT SPETISBURY WE WILL BE TEACHING RHE EMBEDDED WITHIN OUR PSHE CURRICULUM. THIS LESSON WILL BE TAUGHT WEEKLY.



OUR CHILDREN STAY SAFE AND FLOURISH, NOT JUST IN CHILDHOOD, BUT INTO ADULTHOOD AND FOR THE REST OF THEIR LIVES.

Intent

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



RELATIONSHIPS AND HEALTH EDUCATION

WHY IS RHE
IMPORTANT?

- RHE TEACHING IS AN IMPORTANT PART OF EQUIPPING OUR PUPILS WITH THE SKILLS, KNOWLEDGE AND UNDERSTANDING THEY NEED FOR LIFE IN 21ST CENTURY BRITAIN.
- IT ENABLES PUPILS TO: LEARN ABOUT THEMSELVES AND THE WORLD THEY LIVE IN; DEVELOP SKILLS TO FORM AND MAINTAIN HEALTHY, POSITIVE RELATIONSHIPS; RECOGNISE AND RESPECT DIVERSITY; AND MAKE THE MOST OF TECHNOLOGY. THESE ARE SKILLS THAT WILL HELP TO KEEP THEM SAFE AND ARE ONES THEY WILL CARRY INTO ADULTHOOD.
- IT IS OUR INTENTION AT SPETISBURY, TO TEACH HIGH QUALITY, AGE APPROPRIATE, PUPIL SENSITIVE, EVIDENCE—BASED RHE THAT DEMONSTRATES A RESPECT FOR THE LAW AND TO ALL COMMUNITIES WITHIN BLANDFORD AND BEYOND.

Implementation



At Spetisbury we will be teaching RHE embedded within our PSHE curriculum. This lesson will be taught weekly. We have chosen a fully comprehensive scheme of work called SCARF which covers all of the statutory requirements. Each year group will be taught the following units:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing



The next page shows our long-term plan outlining which topics will be taught to year groups throughout the year.

Implementation



	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules	Recognising, valuing and celebrating difference Developing tolerance and respect	How our feelings can keep us safe Keeping healthy Medicine Safety	Taking care of things: Myself My money My environment	Growth Mindset Keeping my body healthy	Getting help Becoming independent My body parts
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation	Growth Mindset Looking after my body	Life cycles Dealing with loss Being supportive
Y3	Cooperation Friendship (including respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding drug use (cigarette and alcohol use) Influences	Making a difference (ways to help others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem

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

Overview

Below is a list of the statutory requirements of the content of our RHE curriculum. These can be found in the Department for Education document: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

Relationships Education	Health Education
Families and people who care for me Caring friendships Respectful relationships Online relationships Being Safe	Mental wellbeing Internet safety and harms Physical health and fitness Healthy Eating Drugs, tobacco and alcohol Health and prevention Basic first aid Changing adolescent body, including puberty

Relationships Education

The focus in primary schools is on teaching the fundamental building blocks and characteristics of positive relationships: those with family members, other children and adults.

Lessons will be evidence based, age and culturally appropriate, based in the law and sensitive to the needs of pupils. Statutory Relationships Education teaches children to be safe and healthy and to develop positive, respectful relationships and attitudes in their academic, personal and social lives.

Pupils will learn to:

- ❖ accept and respect diversity among others and foster a positive approach to differences;
- ❖ recognise the characteristics of healthy family life and to understand and accept that other people's families sometimes look different from theirs. Families can include: single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers, amongst others;
- ❖ understand what makes a healthy relationship and how to build strong, respectful relationships with others in their life, e.g. family, friends, peers;
- ❖ recognise if relationships are making them feel unhappy and unsafe, and how to seek help/report concerns and the vocabulary and confidence to do so;
- ❖ understand the rules and principles for keeping safe online.

There is no right to withdraw from Relationships Education.

Health Education

The aim of Health Education is to give pupils the information they need to make good decisions about their physical and mental health and wellbeing. Pupils will recognise what is normal and what is an issue in themselves and others, and how to seek support at the earliest stage from appropriate sources. It also enables teachers to talk about and address aspects such as loneliness, isolation and bullying. Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty.

Pupils will learn to:

- ❖ recognise characteristics of good physical health and mental wellbeing;
- ❖ make good decisions about their own fitness, health and wellbeing;
- ❖ recognise issues in themselves and in others, and to seek support as early as possible when issues arise;
- ❖ understand the key facts about puberty and the changing adolescent body (both physical and emotional), including menstruation;
- ❖ recognise the risks of excessive use of electronic devices, how to stay safe online and how to manage common difficulties encountered online.

There is no right to withdraw from Health Education.

Sex Education

The only aspect of RHE that is non-statutory for primary schools is the teaching of 'how a baby is conceived and born'. At Spetisbury, we teach lessons that include non-statutory Sex Education. Parents can withdraw their child from the Making Babies lesson in year 6; which shows what sexual intercourse is to show how a baby is made and briefly explains what a condom is.

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals."

"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born."

There is no right to withdraw from National Curriculum Science.

Implementation



Ongoing Communication

When a sensitive subject such as puberty is going to be taught, we will write in advance to the parents and carers of the year group involved. This will prepare and enable you to continue having these conversations at home with your children, should you so wish.

Staff may decide to teach elements of some topics in same sex groups separating boys and girls in some instances, and assign same sex teachers to deliver content where appropriate.

Please look at the documents for each year group that provide a more detailed summary of the topics being taught.

A further document that answers Frequently Asked Questions is also available for parents to read.

If you have any further questions, or would like to make any comments about our Relationships and Health Education curriculum, please don't hesitate to email us at: office@spetisbury.dsat.org.uk

We'll be happy to provide you with answers, clarifications and further guidance should you need it.

Impact



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

The school will identify pupils' prior knowledge through class discussion and teacher observations of pupils. The prior recorded work of each pupil will be available to their teachers as the children progress through the school, so new teachers can gain an understanding of the starting points of each pupil in their class. There will also be a liaison between teachers and other agencies to identify any particular areas of need for pupils within their class.

The school will assess pupils' learning and progress through ongoing teacher assessment, both of pupils understanding and progress within RSHE lessons, and through observing pupil behaviour and attitudes throughout the school day.

The school will evidence pupils' learning and progress through recorded lessons twice per each unit of work (once at the start and once at the end of each half term) to explicitly see how pupils' knowledge and understanding has progressed. Further learning can also be demonstrated by the positive, confident and resilient attitudes of pupils which are displayed through their behaviours towards others.

This is important because as it will allow for assessment of each child's progress within a single unit of work, but also for the school to assess progress in individual pupil learning as they advance through our school. Additionally, this will highlight progression of learning and understanding across the year groups.