

Relationships, Health and Sex Education Policy 2022

How we teach RSHE

At Wroxall Primary we understand the importance of teaching children how to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts during their childhood and leading into adult life. Everyone faces difficult situations in their lives. RSHE can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

As part of a whole-school approach, RSHE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Our whole school approach is developed through consideration of SMSC and British Values as well as any current affairs potentially affecting pupil's mental well-being.

We educate and encourage our pupils to live healthy, safe, productive, capable, responsible and balanced lives whilst supporting them in transitioning through the various stages of life.

Our RSHE curriculum provides regular, discrete lesson time where pupils have the opportunity to ask questions openly or **anonymously through individual classroom discussion boxes**. **This supports** opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our lessons encourage pupils to be

- safe and secure in their everyday practises
- self-assured, confident and positive people who can articulate feelings with balanced justification,
- respectful of our civil/criminal laws and public institutions,
- mindful of their decisions, including the impact they have on others and the wider community,
- respectful of their own culture as well as the culture of others – their customs, traditions, dress, food etc.
- respectful of democracy, the rule of law and individual liberty,
- respectful and tolerant of difference faiths and beliefs,
- fair and balanced when discussing political views,
- understanding of both current and historical affairs whilst presenting their own views without promotion or disrespect towards others.

At Wroxall Primary we encourage our children to wonder, question, criticise and apologise whilst remaining inclusive and respectful to self and others. All of which will assist them in recognising, accepting and shaping their own identities.

How we plan learning for RSHE

Units of work are guided through 1decision, an organisation which are focused on prevention not cure. 1decision offer an interactive bank of life skill resources which have been created to support PSHE, SMSC development, and safeguarding, and has recently been updated to support the new statutory changes in Health Education and Relationships Education. 1decision offers comprehensive resources which have been mapped to the PSHE Association's Programme of Study and can be used cross-curricular. **Their 5-8 and 8-11 primary programmes have been fully kitemarked by the PSHE Association.**

Modules incorporate a variety of topics offering progressive learning from the 5-8 portal which provides subtle introductions, helping students to create the building blocks towards progressing further into the topics discussed within the 8-11 portal. Each topic is categorised under the following subheadings.

| Module Abbreviation | 5-8 Module Titles | Module Abbreviation | 8-11 Module Titles |
|---------------------|------------------------------|---------------------|----------------------------|
| KSS | Keeping/Staying Safe | KSS | Keeping/Staying Safe |
| KSH | Keeping/Staying Healthy | KSH | Keeping/Staying Healthy |
| REL | Relationships | GAC | Growing and Changing |
| BR | Being Responsible | BR | Being Responsible |
| FAE | Feelings and Emotions | FAE | Feelings and Emotions |
| CS | Computer Safety | CS | Computer Safety |
| OW | Our World | TWW | The Working World |
| HW | Hazard Watch | AWWJ | A World Without Judgement |
| FS SPECIAL | Fire Safety (Special Module) | FA SPECIAL | First Aid (Special Module) |

The specific content of RSHE education will constantly evolve as the world changes. 1decision offers additional modules covering evolving topics such as LGBTQ+. Pupils are given the opportunity to explore their attitudes, values and beliefs about current issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

How we assess learning in RSHE

Assessing learning in RSHE is a combination of teacher assessment and pupil self- and peer assessment.

Teachers can use the Baseline assessments available through 1decision whereby Key Stage Statements are discussed whilst assessing pupil's previous knowledge and views. Once the module has been taught teachers re-visit learning through the Summative Assessments whereby pupils are encouraged to add or change their initial thoughts. Activities are provided to support assessment but teachers are encouraged to capture pupil perspective by scribing or

capturing evidence in photos/videos from individuals and groups. This is sometimes referred to as ‘bubble-up’. Evidence may be recorded in book or on Seesaw (online platform).

The model of assessment that is most meaningful compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured is the pupil’s own starting point. Pupils themselves will be able to judge, for instance, whether they feel more confident, or have a firmer sense of their own beliefs and opinions than they did before a particular series of lessons. Such personal reflection in RSHE education lessons is essential, so ensuring pupils have time and space within the lessons to reflect on this, either privately or through discussion, is a vital part of the assessment process.

At Wroxall Primary we are clear that not all evidence can be captured as written evidence in books. We seek to capture evidence of positive impact (Roary Pownall – Ofsted's subject lead for Personal, Social and Health Education).

Children with SEND

At Wroxall our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in RSHE as well as English or maths. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, reducing the need for writing if possible/appropriate; using visual cues/checklists to support learning; overtly teaching associated vocabulary; providing split-inputs/pre-teaching where needed.

Curriculum coverage and progression of skills in RSHE

Within each academic year, children will study a range of RSHE topics.

In both Key Stage 1 and Key Stage 2, children are taught RSHE as a freestanding subject, covering a specific topic in each learning block. The table below shows the RSHE topics that are currently delivered.

| <u>Year One and Two</u> | | | | | |
|-----------------------------|---------------------|-----------------------------|-----------------|-------------------|-----------------------------------|
| Cycle A | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KSS Road Safety | BR Water Spillage | HW Is it safe to play with? | FS Hoax Calling | REL Friendship | OW Growing In our world |
| KSH Washing Hands | F AE Jealousy (ZOR) | HW Is it safe to eat/drink? | | REL Bullying | CS Online Bullying |
| Cycle B | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KSS Tying Shoelaces | BR Practice/perfect | F AE Worry (Link ZOR) | FS Petty Arson | REL Body Language | CS Computer Safety |
| KSH Healthy Eating World | BR Helping Someone | F AE Anger (Link ZOR) | FS Text Driving | CS Image Sharing | OW Living/Working In Our World |
| KSH Brushing Teeth | | | | | |

| <u>Year Three and Four</u> | | | | | |
|----------------------------|--------------|------------------|----------------------------|-----------|--------------|
| Cycle A | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KSS Staying Safe Online | KSH Medicine | F AE Grief (ZOR) | OW Looking After Our World | REL Touch | CS Friends |
| KSS Leaning Out Of Windows | | BR Stealing | FS Visit The Fire station | | FA First Aid |

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|---------------------------|--------------------|------------------------|--------------------|-----------------------|--------------------|
| Cycle B | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KSS Cycle Safety | KSH Healthy Living | BR Coming Home on Time | CS Image Sharing 2 | GAC Appropriate Touch | CS Online Bullying |
| CS Friends Online 3 (Ext) | | | | | FS First Aid 3 |

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|---------------------------|--------------------|---------------------------|------------------------|-----------------|-----------------|
| Year Four and Five | | | | | |
| Cycle A | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FAE Jealousy | CS Online Bullying | TWW Chores at Home | AWWJ Breaking Barriers | EM LGBTQ+ | FA First Aid 5 |
| Cycle B | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| KSS Peer Pressure | KSH Smoking | BR Looking Out for Others | AWWJ British Values 6 | FA First Aid 5 | GAC Puberty |

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|--------------------------|------------------|-----------------|---------------------------|---------------------|------------------|
| Year Five and Six | | | | | |
| Cycle A | | | | | |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| FAE Anger | CS Image Sharing | TWW Enterprise | AWWJ Inclusion/Acceptance | GAC Puberty 5 (Ext) | First Aid Year 6 |

CS Making Friends Online 6

Cycle B

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

KSS Water Safety
Values

KSH Alcohol

BR Stealing

FAE Worry

GAC Conception

AWWJ British

TWW In-App Purchases