



# NORTHSIDE Primary School

## Relationships, Social & Health Education (RSHE) Policy

Last review: March 2020

Ratified:

Review:

### Rationale

Northside Primary School RSHE and RSE enable our pupils to understand their own feelings and the feelings of others; they begin to take on responsibility for their environment; and become aware of the views, needs and rights of others. We actively promote British Values in school to ensure pupils leave school prepared for life in modern Britain. Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law.

The intent of our RSHE curriculum is to deliver a programme which is accessible to all and that will maximise the outcomes for every pupil so that they know more, remember more and understand more. As a result of this they will lead confident, healthy and independent lives and become responsible members of society. They will develop personally and socially so they can confidently tackle many of the moral, social and cultural issues that are part of growing up.

We provide our pupils with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Key Principles

- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Enable pupils' to make informed choices.
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

### UN Rights of a Child

Article 2- Every child has the right to be treated without discrimination.

Article 13- Every child must be free to express their thoughts and opinions, as long as it is within the law.

Article 29- Education must develop every child's personality, talents and abilities to the full.

### Values

**RESPECT-** empower pupils to be respectful, including respecting others differences, beliefs and diversities.

**PRIDE-** encourage children to be **proud** of their achievements and celebrate the success of their peers and others.

**INCLUSION-** provide relevant topics that map out progressive learning opportunities for learners with SEND. We keep parents informed about their children's learning and share ideas for extending learning.

**CHALLENGE-** themed topics provide more challenging learning, builds on what has gone before and reflects and meets the personal developmental needs of the pupils.

**CREATIVITY-** provide a safe and supportive learning environment where pupils can develop the confidence to ask questions, challenge the information they are offered, draw on their own experience, express their views and opinions and put what they have learned into practice in their own lives.

**RESILIENCE-** provide pupils with opportunities to identify risks, develop strategies, recognise unhealthy behaviours and understand the role of influence to develop life skills and resilience in current and future situations.

### In Practice

- Ensure coverage of the Statutory guidance for PSHE and RSE;
- Provide cross-curricular opportunities to teach RSHE through other subject areas
- Provide extra-curricular activities such as School Council, Rights, Respecting Group, Junior Travel Ambassadors, School Ambassadors and Eco Ambassadors.
- Invite outside agencies to deliver whole school assemblies
- Deliver British Values assemblies every half term to promote key values such as; democracy, rule of law, individual liberty, mutual respect and tolerance.
- Take part in charity events and fundraising
- Incorporate circle time into weekly timetables and using classroom worry boxes
- Participate in Rights Respecting Schools Award Scheme
- Participate in the Barnet Healthy Schools Scheme
- Provide opportunities for self-reflection, e.g. through self-assessment, celebrating achievement in weekly 'Celebration' and outside achievement assemblies and music festivals.

- Incorporate a system of house rewards in our Behaviour Policy, which encourages children to take responsibility for their own actions and promotes the need for positive reinforcement of behaviour.
- Provide learning mentor support to pupils with emotional and behavioral needs.
- Provide family support in school for vulnerable parents, such as EAL and nurturing classes or signposting to outside agency support.

## **Curriculum**

The RSHE scheme of work has three core learning themes; Relationships, Health and Well-being (RSE) and Living in the wider world. RSHE is timetabled a minimum of 30 minutes each week to the whole class or in a half termly block. In addition, staff will aim to set aside time in class to discuss matters arising from school council meetings or other arising issues, which require addressing.

We deliver the curriculum by utilising first-hand experience and sharing good practice. However, we are aware that the delivered curriculum must reflect the needs of our pupils. We expect teachers to use a RSHE programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. We believe that the purpose of RSHE education is to build, where appropriate, on the statutory content already outlined in the National Curriculum and in statutory guidance on: i.e. drug education, financial education, citizenship, personal safety, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle.

Good teaching relies on using appropriate methods for the aim of the lesson or topic of work. All teachers are encouraged to develop a repertoire of flexible, active, teaching and learning methods including activities such as;

- Drama and role-play
- Investigations
- Games
- Problem-solving activities
- Outdoor learning
- High order questioning skills
- Enquiry-based learning
- Teacher modelling; questioning; mix of individual, paired and group instruction
- Practical activities e.g. fundraising and planning of school events
- Frequent opportunities for pupil voice through school council or circle time
- Opportunities to meet and hear visiting speakers such as health workers, firefighters, police, and representatives from the local religious communities, whom we invite into the school to talk about their role in creating a positive and supportive local community
- Embed the UN Rights of a Child into lessons
- Time to express their opinions and views through a variety of mediums such as online surveys, questionnaires, school council discussions, various elections

and comments on various correspondence throughout the year e.g. reports, SEND support profiles, focused reviews and homework.

Classes are organised in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom charters in line with UN Rights of a Child.

We offer residential visits in Key Stage 2, where there is a particular focus on developing pupils' self-esteem and giving them opportunities to develop leadership and co-operative skills.

### **Foundation Stage**

We teach PSHE and Citizenship in early years classes as an integral part of the topic work covered during the year. We relate the RSHE and Citizenship aspects of the pupils' work to the objectives set out in the Early Learning Goals (ELGs). Our teaching in RSHE matches the aim of developing a child's personal, emotional and social development as set out in the ELG's. We also support citizenship education in early year's classes when we teach 'how to develop a child's knowledge and understanding of the world'.

### **Statutory Requirements**

DfE has made relationships and health education compulsory in all state funded primary schools in England from September 2020.

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'. The new guidance states that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

Health Education includes a section for primary schools on puberty, the changing adolescent body, menstrual wellbeing and the menstrual cycle.

Relationships Education, Health Education and Science work together to protect children by ensuring they have knowledge of their bodies, the human life-cycle, emotions, acceptable behaviour and right and wrong.

### **Resources**

There are resources available to teach RSHE in the resource cupboard or LM Office and through the PSHE Association website and on the subject leader's folder on the staff shared drive. These include lesson plans, website links, games, books, group work activities and worksheets. There is a selection of books outside the Learning Mentor's office and within the school library. Pupils can be referred to in-school support such as Art Therapy.

### **Monitoring and Review**

The planning and teaching of RSHE & RSE Framework is incorporated into the timetable in the long, medium and short term plans. The RSHE coordinator is responsible for overseeing and implementing the policy as well as writing an annual action plan linked to the School Improvement Plan and evaluating progress

throughout the year. The RSHE coordinator observes lessons in line with other foundation subjects. Assessment will be based on the contributions made by the pupils in class discussions and work produced either in RSHE and Circle Time, or in linked activities taught through other subject areas. Comments on a child's personal and social development will be included in each pupil's end of year report, and will also be discussed during Parent Consultation meetings. Self-assessment and reflection by the pupils will also form part of assessing the pupil's achievements and developments. The RSHE coordinator's role is to attend INSET and provide staff with appropriate feedback as well as attend regular courses to keep knowledge up to date and feedback to staff upon return.

