



# West Bridgford Infant School

## Relationships, Sex & Health Education RSHE Policy (Previously PSHE/SRE)

From September 2020 the new Relationships Sex and Health Education curriculum is a statutory requirement.

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ (Secretary of State, July 2019)

As a school we are clear that parents and carers are the prime educators for children on many of these matters. As a school we complement and reinforce what pupils learn at home.

At West Bridgford Infant School, we aim to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents and school is children’s happiness. We know that children and young people are increasingly experiencing challenges. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

The content of the curriculum will help children to have sound physical and mental wellbeing and develop resilience and character that we know are fundamental to being happy, successful and productive members of society. Central to this is children’s ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This will be complemented by the development of personal attributes including kindness, integrity, generosity, and honesty.

Our whole school ‘Shine Brightly’ core values and attitudes are central to everything we do at West Bridgford Infant School and are woven throughout the curriculum. They provide the guidance for our children to develop key personal, social and relationship skills and opportunities to reflect on their own attitudes and beliefs and those of others.



This sits alongside our school rules.



### Sex education in National Curriculum science

Maintained primary schools must teach the National Curriculum, which includes some sex education within science. Primary science includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing. At Key Stage 1 (Year one and two) science includes pupils being taught to 'identify, name, draw and label the **basic** parts of the human body'. It is important that pupils are taught the names of the external genitalia and know the differences between boys and girls. This is vital for safeguarding children so that a child has language to describe the private parts of their body and to seek help if they are abused or subject to sexual violence.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

This is limited to general facts and does not include any discussion of how reproduction occurs or sexual relationships.

### Right to withdraw

Parents/carers have the right to withdraw their child from sex education but not Relationships or Health Education or the Science curriculum. At West Bridgford Infant School we do not teach sex education beyond the content of the science curriculum, so there are no lessons from which children may be withdrawn.

### Relationships Education

At WBIS relationships and health education are at the very heart of everything we do. This is reflected in our ethos and core values. From the very start of their time with us children are taught about how to develop and maintain healthy relationships and how to develop physically and mentally healthy habits. Whole school approaches such as our school rules and Shine Brightly themes support the development of skills and knowledge in these areas. The teaching of relationships Education (RSE) and Health Education is interwoven with the wider curriculum and through subjects such as science, computing, PE and RE. Links are continually made between the subjects.

## **Physical health and mental wellbeing**

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. Children are taught:

- To recognise what is normal and when and how to seek support.
- That physical health and mental wellbeing are interlinked, and that good physical health contributes to good mental wellbeing, and vice versa.
- How to develop self-control when faced with strong emotions and strategies to self-regulate. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.
- That there is no stigma around health issues, in particular those to do with mental wellbeing.
- The characteristics of good physical health and mental wellbeing and that mental wellbeing is a normal part of daily life, in the same way as physical health.
- About the benefits and importance of daily exercise, good nutrition and sufficient sleep.
- The language and knowledge to understand the normal range of emotions that everyone experiences. This enables children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- How to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- The benefits of hobbies, interests and participation in their own communities.
- How considering the needs of others and practising service to others, including in organised and structured activities and groups are beneficial for health and wellbeing.

## **How do we Teach PSHE/SRE?**

Our PSHRE curriculum is delivered in a variety of ways including through:

- Whole school assembly themes
- Class circle times
- Dedicated PSHE/SRE lessons on whole school termly themes
- Science lessons as part of termly topics
- Computing lessons
- Philosophy 4 Children (P4C) sessions
- RE lessons & discussions
- Whole school events such as Harvest Festival
- Links with the community such as visiting Marlborough Court Warden Aided Housing

Teachers use questioning to challenge pupils' views, deepen thinking and support pupils of different abilities. Classes provide an emotionally safe and secure learning environment by agreeing ground rules such as we will be kind to each other, we will listen carefully to each other, we will respect other people's opinions and beliefs and we not use names when speaking about others.

An overview of intended learning is provided at the end of this policy.

### **Language and terminology**

We believe RSE has a vital role to play in helping children develop a vocabulary so that they can effectively communicate comfortably, respectfully and accurately about the human body, growing up, sex and relationships. This is only possible if adults teaching RSE are able to model use of this type of vocabulary. Key vocabulary lists have been created to support the teaching of RSE and PSHE from FS2 to Year 2.

### **Inclusion**

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, language special needs, disadvantaged and looked after children. The Relationship and Sex Education programme will be tailored to the age, emotional and physical maturity of children and will use materials appropriate to that age group. Teachers and/or Teaching Assistants work with individual pupils where required, and if appropriate to ensure all pupils follow the same access to the RSE/PSHE curriculum.

The policy has been produced in consultation with parent governors. It has been made available to all parents/carers and feedback is welcomed. It will be reviewed annually to ensure it meets & reflects the needs of our children and current statutory requirements and by the Governing Body every 3 years.

## Relationships Education

By the end of primary school (for our children their time at WBJs) children should know:		How it is taught
<b>Families and people who care for me</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.)</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<p>Topics such as 'Getting to Know You' and 'Homes' Assembly themes in the autumn term of community, belonging and relationship Links to Learning Powers themes of 'Be Brave' and 'Be a Team'</p>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>Through assemblies and follow up class circle times about our school rules Through our 'Be Responsible' and 'Be Kind' assembly themes In class circle time discussions</p>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<p>Through our spring term 'Be Proud' assembly theme</p> <p>Through 'One World Week' activities</p> <p>Through our school rules</p> <p>Through our 'Say No to Bullying' focus in November each year</p>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>	<p>E Safety themed lessons linked to IT and E Safety week assemblies</p>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>Through topics such as 'Pirates'</p> <p>Through whole school 'Be Safe' Theme looking at safety with medicines, road safety etc.</p> <p>NSPCC assembly on safeguarding</p>

### Health Education

By the end of primary school (for our children their time at WBJs) children should know:		How it is taught
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>	<p>Across PSHSRE curriculum                      Healthy Fortnight                      Children's Mental Health week                      Assembly themes                      Be Healthy</p>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> </ul>	<p>Computing lessons                      E safety week                      Be Safe theme</p>

	<ul style="list-style-type: none"> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• Where and how to report concerns and get support with issues online.</li> </ul>	
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	PE lessons Be Healthy theme Healthy Fortnight
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to allergies, immunisation and vaccination</li> </ul>	Sun Safety assemblies Stay Safe themes covering hygiene Science lessons 'My Amazing Body'
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	Safety with medicines
<b>Healthy Eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>	Science curriculum 'Farm to Fork' Healthy Fortnight
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<b>Taught at KS2 only</b>

PSHE/RSE overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Themes	Be Brave Be Responsible Rights & Responsibilities Rules	Be a Team Be Kind Families & people who care for me Caring Friendships	Be Safe Be Curious Online Relationships	Be Proud Be Your Best Celebrating Diversity	Be Healthy Be Creative	Shine Brightly Managing Change
Possible Whole school RE/SMSC	School Council Elections Black History Month Harvest Festival Diwali Marlborough Court visits	Anti-Bullying Week Songs for the Elderly Christmas Nativity at the church Marlborough Court visits	Curiosity week Epiphany Chinese New Year E Safety Week Marlborough Court visits	One World Week Shrove Tuesday Holi Mothers' Day Easter Marlborough Court visits	Healthy Fortnight Creativity week FS2/Y1 Concerts St George's Day Stephen Lawrence Day Ramadan Marlborough Court	Leavers' Concert WJBS visits
FS2	Self-identity – Me Bags Feelings Rules	Making friends Feelings	Personal Hygiene Staying safe E Safety	Celebrate who you are Celebrate your talents Standing up for yourself	Emotions Healthy Body	Life cycles Celebrate achievements Dreams and goals Transition- preparing for change
Year One	Self-identity Rights & Responsibilities Rewards & Consequences Where we live Family Life <b>Unit: Be Yourself</b>	Friendship What makes a good friend? Qualities of friends Being a team <b>Unit: Team</b>	E Safety Managing risks Privacy	Similarities & differences Celebrate who you are Celebrate your achievements Set goals <b>Unit: Britain</b>	Emotional Health Physical Health Life Cycles Creativity in nature <b>Unit: It's My Body</b>	Celebrate achievements Dreams and goals Transition- preparing for change <b>Unit: Aim High</b>
Year Two	Rights & Responsibilities Rewards & Consequences Hopes & Fears Feelings <b>Units: Aiming High &amp; Respecting Rights</b>	Special relationships Managing conflict Boundaries Trust Secrets <b>Unit: VIPs</b>	E Safety Managing risks <b>Unit: Safety First</b>	Stereotypes Gender Celebrate difference Celebrate achievements <b>Unit: One World</b>	Emotional Health Physical Health Creativity links to health <b>Unit: Growing Up</b>	Celebrate achievements Dreams and goals/aspirations Transition- preparing for change <b>Unit: Aim High</b>

