
NUNNEY FIRST SCHOOL



RELATIONSHIPS, SEX & HEALTH EDUCATION POLICY

1. Introduction

Staff and governors at Nunney First School believe Relationships, Sex and Health Education (RSHE) is an important part of every child's entitlement to receive a relevant well-rounded education, which nurtures:

- (a) personal safety, happiness, health and wellbeing
- (b) citizenship, i.e. a sense of identity, belonging, community, shared responsibility and personal agency.

RSHE at Nunney First School is about:

- ensuring children's physical, moral and emotional development
- celebrating the uniqueness, dignity and value of every human being
- personal identity, safety and health
- forming and maintaining stable, loving, non-abusive relationships with others
- safeguarding the welfare of ourselves and others
- reducing the risk of grooming, sexual exploitation and abuse
- developing a "moral compass" to help children make good choices in life
- encouraging and supporting children to fully develop their identity, character, gifts and talents within a moral framework.

At Nunney First School, we aim to help each child develop the knowledge, skills, understanding and experiences needed to promote their own health and happiness. Through this process, we strive to engender a sense of purpose and fulfilment that enables children to respect themselves, serve others and contribute to society in a way that enhances the health and happiness of others.

Nunney First School aims to teach RSHE in such a way that is consistent with scientific truths, ethical principles, fundamental British values and sound pedagogy. Hence, whilst some aspects of RSHE are covered in Science lessons, others are taught as part of the Religious Education (RE) and Personal, Social and Health Education (PSHE) curriculum.

At Nunney First School, PSHE, which includes Relationships Education and Health Education, is taught using Coram Life Education's SCARF resources. We have arranged teaching units to form a spiral curriculum, which enables pupils to revisit learning and progressively build knowledge, attitudes, values and skills, including the personal and social skills of:

- self-awareness
- managing feelings
- motivation
- empathy and compassion,

which are known to improve outcomes for children.

2. Openness with parents/carers and other stakeholders

We wish to build a positive and supporting relationship with our parents/carers through mutual understanding, trust and cooperation. We aim to respond sensitively and promptly to any comments or questions from parents/carers as and when they arise.

Parents/carers, together with Nunney First School staff and governors, have been consulted in the development and subsequent three-yearly review of this RSHE Policy.

A hard copy of this policy is provided free of charge to anyone who asks for one. It is also published on the school website.

3. Moral and values framework

At Nunney First School, staff ensure that both the content of the PSHE curriculum and the teaching of RSHE reflects the school's ethos and values.

Staff and governors recognise that hatred, prejudice and discrimination are wrong and will not be tolerated in our school community. All incidents which are judged to be racist, sexist, homophobic/biphobic/transphobic (HBT) or disabilities-related will be reported to the Headteacher or Teachers In Charge, and will be recorded on the School Behaviour Log and dealt with according to school policies and procedures.

We understand that every one of us has a responsibility to ensure that each adult and child feels safe, respected, valued and welcome at Nunney First School.

At Nunney First School, the teaching of RSHE will encourage pupils to:

- Value and respect themselves
- Value and respect others
- Cherish and celebrate diversity by valuing and respecting differences in people's age, ethnicity, nationality or national origin, language, religion or belief, culture, gender identity, sexuality, physical and mental (dis)ability, special educational needs, socio-economic background or (dis)advantage.

4. Aims and objectives for RSHE

At Nunney First School, it is our intention that all children have the opportunity to experience a programme of RSHE at a level that is appropriate for their age and physical development, with differentiated provision if required.

RSHE will be taught in the context of relationships. In addition, RSHE will promote self-esteem and emotional health and wellbeing. It will help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others - at home, school, work and in the community.

RSHE will focus on the development of skills and attitudes, not just the acquisition of knowledge. The aim of RSHE is to provide children with age-appropriate information, the opportunity to explore attitudes and values, and to develop skills in order to empower them to make positive choices and decisions.

The objectives of RSHE are:

- To provide the knowledge and information to which all pupils are entitled
- To tackle ignorance and prejudice
- To promote tolerance and mutual respect
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviour, so they can lead fulfilling and enjoyable lives
- To help pupils to develop skills (language, decision-making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to effectively manage the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood.

5. Curriculum coverage

At Nunney First School, RSHE is taught within the broader context of our PHSE curriculum, which also includes spiritual, moral, social and cultural education (SMSC) and explicit teaching about the core British values of:

- Democracy
- The rule of law
- Individual liberty and
- Mutual respect and tolerance of those with different faiths and beliefs.

Our PHSE curriculum is built from SCARF teaching units, which are produced by Coram Life Education. These cover the PSHE Association's Programmes of Study and the Learning Opportunities identified in these for Key Stages 1 and 2. The planning toolkit produced by the PSHE Association recommends the age at which each Learning Opportunity is covered. Teachers at Nunney First School have used this toolkit to shape the spiral PSHE curriculum that pupils receive and the RSHE teaching that sits within this. The spiral nature of our PHSE curriculum enables all subjects to be covered in an age-appropriate way, with key areas of learning revisited and further developed in a cyclical way, over time. Some lessons provide the fundamental building blocks needed for children to achieve the end of primary school outcomes and relate indirectly to these outcomes.

The SCARF resources that underpin our teaching of PHSE and RSHE are also mapped to the:

- [DfE guidance for Relationships Education and Health Education](#)
- [PSHE Association's Programmes of Study Learning Opportunities](#)
- [National Curriculum](#).

By the end of Key Stage 2 (KS2), all pupils are expected to have covered the following topics. See Appendix A for more information.

Relationships education by the end of KS2 (i.e. Year 6) will have included:

- Families and people who care for the pupil
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health education by the end of KS2 (i.e. Year 6) will have included:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent bodies

At Nunney First School, we teach aspects of RSHE as part of the statutory National Curriculum for Science. Parents do not have the right to withdraw their child/children from statutory coverage.

Early Years Foundation Stage curriculum context for learning about RSHE

In our Reception Class, children learn about the concept of male and female in relation to both human and animal bodies. Gender is taught in a sensitive way that is respectful and inclusive of trans and non-binary people. In ongoing PSHE work, children develop skills to form friendships and develop their understanding of themselves and relationships with others.

Key Stage 1 curriculum context for learning about RSHE

Through work in Science, Year 1 and 2 children learn about life cycles of some animals, understand the idea of growing from young to old, and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health.

In RE and PSHE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death, and talk about the emotions involved. They begin to cooperate with others in work and play, and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

In Key Stage 1 Science, Year 1 and 2 pupils will:

- know that animals, including humans, move, feed, grow, use their senses and reproduce
- recognise and compare the main external parts of the bodies of animals, including humans
- know that humans and animals can reproduce offspring and these grow into adults

- recognise similarities and differences between themselves and others.

In Key Stage 1 PSHE, pupils will consider:

- why all kinds of families are special for caring and sharing
- the needs of babies and young people
- the basic rules for keeping themselves safe and healthy
- safe places to play and safe people to be with - both in the real world and online
- adults they can trust and who they can ask for help
- how feelings, attitudes and actions have an impact on other people
- how to be kind to others and make everyone feel welcome in our school
- recognise their own worth and identify positive things about themselves
- taking responsibility for their own thoughts, words, actions and bodies
- how to listen to and support their peers and manage friendship problems
- why good manners matter.

Lower Key Stage 2 curriculum context for learning about RSHE

In Science, Year 3 and 4 children build on their knowledge of life cycles. In RE and PSHE, they continue to develop an understanding of relationships within a family, between friends and the community, and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures.

In Lower Key Stage 2 Science, Year 3 and 4 pupils will:

- know that the life processes common to humans and other animals include nutrition, growth and reproduction
- know about the main stages of the human life cycle.

In Lower Key Stage 2 PSHE, Year 3 and 4 pupils will consider:

- why it is important to respect other people's viewpoints and beliefs
- how to see things from other people's viewpoints, including those of parents/carers
- how to discuss moral questions
- how people who are believed to be 'different' can sometimes be targeted by bullying and why this is unacceptable
- when it is appropriate to take a risk and when to say "No" and seek help
- the diversity of values and customs in the school and in the community
- the need for trust and love in established relationships
- recognise and challenge stereotypes, e.g. in relation to gender
- recognise the pressure of unwanted physical contact, and know ways of resisting it
- a wide range of different family arrangements, e.g. second marriages, stepfamilies, fostering, extended families, households with two dads, households with two mums, and three or more generations living together.

Upper Key Stage 2 (Years 5 and 6) pupils

We recognise that middle and secondary schools will teach about puberty and sexual matters in Upper Key Stage 2 - see Appendix A for a full list of DfE RSHE expectations for the end of KS2.

6. Cross-curricular organisation of RSHE

RSHE is delivered through Science, RE and PSHE. There will also be many opportunities both as planned learning activities and as opportune teachable moments, to address RSHE content and themes in a range of other subjects and contexts within school e.g. English activities, circle and reflection times and the many occasions pupils at Nunney First School have to be part of community events and celebrations.

7. Teaching and learning strategies

RSHE is taught by class teachers, teaching assistants and where appropriate, outside visitors, e.g. the visiting teacher from the Life Education Bus.

A range of teaching methods, which involve children's full participation are used to teach RSHE. These include use of media clips, visual aids, discussion, sorting activities, drama and role-play. RSHE is usually delivered in mixed-gender groups.

Staff have received training in ways to create a safe learning environment. Before a lesson commences, they consider how the room will be laid out to promote an inclusive teaching environment and often use a fun "ice breaker" activity to start a lesson and remove nervous energy and potential embarrassment at joining in. The contributions of all pupils are acknowledged and teachers create opportunities for children to work in pairs or small groups, allowing everyone to contribute. Stories are used to help children develop their emotional literacy, enabling them to recognise and name feelings, which will help them to make informed choices in the future, learning to trust themselves and their instincts. A question box is also used on occasion, allowing teachers to address questions children have but do not want to pose in front of the class.

Teaching approaches draw on the concept of "growth mindset", an evidence-based approach to helping children be confident, capable learners. Using growth mindset approaches, teachers help children to understand that abilities can be developed through dedication and hard work. This positive mental attitude helps to foster an interest in learning and a resilience against setbacks - both essential for strong achievement.

The ethos underpinning the SCARF teaching units promotes a growth mindset approach by:

- Fostering curiosity and critical thinking
- Creating challenges and opportunities
- Using language and activities that promote thinking skills and debate, rather than 'right or wrong' answers
- Value the process of learning - not just the end result
- Developing a problem-solving approach
- Promoting a positive, nurturing learning environment.

Many SCARF lessons explicitly promote a growth mindset through activities that help children to develop resilience and a positive attitude, e.g. use of "learning lines", a visual tool to help children understand how we learn new skills.

Teachers endeavour to answer questions as honestly as possible and understand the importance of using the correct terminology when teaching and explaining aspects of the

RSHE curriculum. Teachers use distancing techniques such as the third person to depersonalise information. Drawing on SCARF teaching materials, they also use scripted stories/recounts to give children a sense of what is normal.

If faced with a question they do not feel comfortable answering within the classroom, perhaps because the response would be inappropriate for the age of the children in the teaching group, provision is made outside the lesson to meet the individual child's needs.

8. Visitors

Visitors, e.g. the school nurse, should complement but never substitute or replace planned provision or teach anything that contradicts the content and spirit of this policy. All visitors will be at the invitation of class teachers or the Headteacher.

9. Child Protection/confidentiality

Teachers are aware that effective RSHE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a Child Protection matter. In such an event, the staff member will inform the Headteacher/Designated Safeguarding Lead in line with the school's Safeguarding and Child Protection Policy, and procedures for Child Protection outlined by the [Somerset Safeguarding Children Partnership](#).

Child Protection concerns override all other considerations, including confidentiality.

10. Links with other policies

This policy should be read in conjunction with the following policies:

- Anti-Bullying
- Safeguarding and Child Protection
- Online Safety
- Equalities
- Personal, Social and Health Education (PSHE)
- Behaviour

11. Staff induction

The induction programme for teachers and teaching assistants new to Nunney First School will include introduction to and discussion about this RSHE Policy and the teaching materials and approaches used by staff at Nunney First School to deliver the statutory RSHE programmes of study.

12. Policy review

This RSHE Policy will be reviewed every three years. The review will be brought forward if monitoring indicates that the policy is no longer reflecting national guidance, local priorities and/or the needs of pupils and staff.

Policy adopted by the Local Governing Body: 5th October 2020

Signed: *Sue Thomas* Chair of Governors

To be reviewed: **October 2023**

Appendix A: DfE RSHE expectations for the end of KS2

End of KS2 expectations: Relationships Education

Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019) pp.20-22.

Families and people who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- 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.
- 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.

Respectful relationships

Pupils should know:

- The importance of respecting others, even when they're very different (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

Pupils should know:

- That people sometimes behave differently online, including by pretending to be someone they're not.
- 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).
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

Pupils should know:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they're heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice (e.g. family, school and/or other sources).

End of KS2 expectations: Physical Health and Mental Wellbeing

Relationships Education, Relationships, Sex and Health Education (RSHE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2019) pp.32-34.

Mental wellbeing

Pupils should know:

- That mental wellbeing is a normal part of daily life; the same as physical health.
- 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.
- 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.
- How to judge whether what they are feeling and how they're behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- Isolation and loneliness can affect children, and that it is very important for children to discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- 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 a accessed early enough.

Internet safety and harms

Pupils should know:

- That for most people the Internet is an integral part of life and has many benefits.
- 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.
- 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.
- Why social media, some computer games and online gaming, for example, are age-restricted.
- 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.

- How to be a discerning consumer of information online, including understanding that information (including that from search engines) is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

Physical health and fitness

Pupils should know:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines, and how to achieve this, e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- The risks associated with an inactive lifestyle (including obesity).
- How and when to seek support, including which adults to speak to in school if they're worried about their health.

Healthy eating

Pupils should know:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating (including, e.g. obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria, viruses, and how they are spread and treated, and the importance of handwashing.
- The facts and science relating to immunisation and vaccination.

Basic First Aid

Pupils should know:

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first aid, e.g. dealing with common injuries, including head injuries.

Changing adolescent bodies

Pupils should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing, including the key facts about the menstrual cycle.