



Relationships, Sex, Health & Economic Education Policy (RSHEe)

Intent

Our RSHEe curriculum brings together citizenship with personal well-being, whilst promoting fundamental British values alongside our school values. RSHEe is taught through discreet lessons and is integrated into our subject curriculums. It underpins all out of the classroom activities including assemblies, educational visits and extra-curricular clubs. We offer a cohesive whole-school approach which enables our children to become healthy, independent and responsible citizens.

Our RSHEe program supports children in enabling them to fully embrace all school opportunities and become better members of society.

Implementation

RSHEe is integrated into our curriculum and through our school values and Learning Behaviours:

Our School Values

Behave well and be kind
Respect and consider others
Be healthy and safe
Be proud and work hard

Our Learning Behaviours

'In It To Win It' – focuses on attendance every day in order to achieve their true potential
'Be Prepared' – focuses on pupils having the correct equipment for every lesson.
'Stick At It' – focuses on pupils having resilience to complete tasks
'Going The Extra Mile' – focuses on pupils doing more than the bare minimum and showing initiative for independent learning.

Our RSHEe curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils thus preparing them for life in the wider world. Fallings Park children are taught and provided with opportunities to develop:

- their own values and beliefs,
- spiritual awareness,
- high standards of personal behaviour,
- a positive, caring attitude towards other people,
- an understanding of their social and cultural traditions
- and an appreciation of the diversity and richness of the cultures.
- community cohesion and the importance of being a global citizen

More information can be found in our [SMSC Policy](#).

EYFS:

The provision is planned to ensure development in Physical, Social and Emotional Development (PSED), which occurs daily. In provision, children will explore the ideas of relationships, feelings and appropriate behaviours, self-confidence and self-awareness, rules and routines, empathy and restorative justice.

More information can be found in our [Early Years Policy](#).

KS1 and KS2:

We use the PSHE Association to inform our curriculum planning and have adopted Wolverhampton's WELL Project Passport as our main driver for covering the requirements of the National Curriculum Programmes of Study. (See Appendix 1)

We organise our teaching and learning based around the three core strands of PSHE:

1. Health and Wellbeing:
2. Relationships
3. Living in the wider world.

Objectives will be taught through both discreet lessons and embedded within many other areas of the curriculum and routines within the school day including:

- RE (See policy for further details)
- Assemblies
- Story times
- Out of hours activities
- Educational visits
- School visitors
- Circle Times
- Key English Texts

In Key Stage 1, using the Bronze Passport, children learn:

- The names of body parts.
- To recognise the importance of personal privacy, of respecting others' personal space, and that we are all custodians of our own bodies and we should look after them and protect them.
- To know there are inappropriate ways of touching others which should not be tolerated, and even appropriate and non-threatening physical contact still requires consent from the person being cuddled.
- Different types of relationships.
- These lessons build important foundations for subsequent lessons in sex education when the children are ready.

During Key Stage 2 (Y3&4- Silver Passport, Y5&6- Gold Passport)

We acknowledge that many children will begin to experience puberty and children learn:

- Parts of the body and how they work.
- What will happen to their bodies during puberty.

Additional sessions with our school nurse will cover public and private body parts as well as hygiene and puberty conversations.

We encourage the children to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers answer all questions with sensitivity and care.

By the end of Key Stage 2 we ensure that both boys and girls know:

- how babies are born
- what menstruation is and how it affects women.

We always teach this with due regard for the emotional development of the children and more detailed information about this can be found in our [SRE Policy](#) which has been developed with consultation from parents, as well as our [Science Policy](#).

Our Relationships education also focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances, along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We encourage all our children to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty to their daily lives. We enable them to have a healthy outlook towards school and an increased awareness of mental well-being. As a result, children will be able to achieve success across the wider curriculum.

More detailed guidance can be found in our school's [British Values Policy](#).

Safeguarding / Child Protection / Confidentiality

Teachers are to be aware that effective relationship, sex and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection/ safeguarding issue. When there is a concern, the staff member will inform the Designated Safeguarding Leads through the CPOMs system. (See [Safeguarding Policy](#) for further details)

Special Educational Needs and Disabilities (SEND)

Where necessary, personalised support will be provided to enable pupils with SEND to access the RSHEe curriculum at their stage of learning through the use of small group and individual sessions.

Inclusion & Equal Opportunities

AT Fallings Park we are committed to working towards equality of opportunity in all aspects of our school life. Therefore, our RSHEe programme is relevant for:

- Boys as well as girls
- The range of cultures and beliefs within our school and its community as well as with UK society.
- Pupil's with additional needs.
- LGBT pupils.

More detailed information can be found in our [Equal Opportunities](#) and [Inclusion policies](#).

Assessment

Teachers assess pupil's progress using the PSHE Association guidelines, whilst pupil voice and evidence in class floor books provides a measure of the children's understanding.

Individual progress through the WELL Passport is tracked using the Class Tracker and achievement of completed Passports are celebrated using badges and certificates, presented at our annual graduation assemblies in year 2 and 6.

Those pupils needing support to achieve success will be provided with intervention both individually and in small targeted groups.

Impact

Having engaged in our RSHEe programme at Fallings Park we will see children who have:

- high self-esteem and confidence
- respect the differences between people.
- involve themselves fully in the community life of the school including making decisions about issues.
- well-developed and embedded personal qualities and values that will equip them to meet the wider social demands of young adult life.
- responsibility for their actions and are aware of their actions on others.
- use thinking skills to make rational and informed decisions.
- know what healthy and positive relationships look like and how to deal with changes and conflict in those relationships.

Policies not mentioned above which link to the teaching and learning of RSHEe at Fallings Park are:

- [Behaviour Policy](#)
- [Drug Policy](#)
- [E Safety Policy](#)