

Relationship, Sex and Health and Education Policy (RSHE)

## **An Enriching Learning Journey**

**where we feel safe, happy and comfortable.**

**Approved: 27<sup>th</sup> April 2021**

**Next review: April 2022**

### **Introduction**

Relationship, Sex and Health Education is the planned provision for the personal and social development of all pupils.

The acquisition of skills, attitudes, values, knowledge and understanding is essential to ensure that pupils are prepared for the opportunities, rights, responsibilities and experiences of secondary education and future adult life.

We believe that successful R.S.H.E is achieved through formal and informal learning and from experiences and relationships throughout the school and across a rich and varied curriculum.

As a school we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between adults and pupils.

This policy document identifies strategies developed by the staff and takes into consideration both pupil voice and parent/carer view.

In our delivery of R.S.H.E. at Eureka Primary School, we strive to promote the five outcomes for children, as outlined in HM Government publication 'Every Child Matters: Change for Children' - **being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic well-being.**

### **The Mission for our School**

Our education and environment is inclusive where learning is an enriching experience and we reach our full potential through a purposeful, exciting curriculum that is creative, inspiring and challenging. We all have a desire to achieve and be independent learners, with high expectations of ourselves and our behaviour at all times. There is high quality teaching from committed staff with a child-focussed approach to learning. We ensure safeguarding is a golden thread through everything we do. Mutual respect and honesty is developed through trusting relationships where we all feel valued.

## Our School Aims

To provide an environment in which all children feel safe, happy and comfortable. To encourage independence and confidence, to take risks and make their own decisions. The moment that any of our stakeholders walk through our doors, they are VALUED. All children who walk out of the door at the end of year 6 will have become the very best that they can be.

All our aims are encapsulated by our vision:

Eureka - A wonderful, enriching learning journey where we are nurtured, inspired and challenged to be adventurers, thinkers, explorers, investigators and enquirers for life.

Eureka - A school which aims to bring out the best in all our pupils, by providing education of the highest quality, entitling everyone:

- To feel safe, happy and comfortable.
- To be treated fairly and feel important.
- To have a voice that is respected and listened to.
- To learn in a nurturing and inspiring environment.
- To have an engaging and enriching, broad and balanced curriculum with access to high quality resources.
- To be taught by approachable, enthusiastic and passionate staff.
- To have opportunities to meet new people, experience new things and develop new skills.

To encourage our children to be life-long learners we promote their development in:

- Confidence
- Belief
- Respect
- Honesty
- Tolerance
- Empathy
- Independence
- Resilience
- Ambition
- Curiosity
- Asking questions
- Embracing challenges
- Learning from mistakes

## Intent

Our whole-school approach to R.S.H.E. enables all of our pupils to live healthy, safe, productive, capable, responsible and balanced lives, whilst developing the qualities and attributes they need to thrive as individuals, family members and responsible members of a diverse and ever-changing society.

An important component for the children at Eureka, is in providing opportunities for our children to reflect on and clarify their own values and attitudes. We want our children to build their confidence, resilience and self-esteem; to identify and manage risk; make informed choices and understand what influences their decisions. Developing their personal and social capital enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, manage emotions and communicate constructively in a variety of settings. As they develop an understanding of themselves, empathy and the ability to work with others they will be helped to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Our programme supports the reduction of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. It makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and promotes their wellbeing. At Eureka Primary we teach these aspects of the curriculum under our all-encompassing Enriching Learning Journey.

'Fingertips' from Public Health, is a web platform that provides access to in-depth analysis of a wide range of health and health related data in thematic profiles. All profiles can be accessed via: <http://fingertips.phe.org.uk/>

The profile gives a picture of the health trends in Midway. It can be used to inform our 'bespoke' Enriching Learning Journey curriculum for our school; using it to better understand the local community we live in and its needs.

The INTENT of our Enriching Learning Journey curriculum can be developed from this document.

When looking at the IMPLEMENTATION, we can take into account subjects such as Physical Education, Design and Technology and Science. These subjects can address issues that form part of the report.

When considering the IMPACT of this, we can assess the impact across school but not across the Local Authority.

We strive to help our pupils understand how they are developing personally and socially, and enable them to tackle many of the moral, social and cultural issues that are part of growing up.

An important part of our Enriching Learning Journey is the ability to discuss and debate issues with clarity, and listen to peoples points of view, whilst understanding that you do not have to agree with them but recognise their point of view.

We strive to provide our pupils with opportunities to learn about their rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

We aim to have a positive impact on both academic and non-academic outcomes for all pupils. At Eureka you can find evidence by speaking to our children, in our RSHE books, theme books, Google Classroom or on display throughout the school.

Through a rich and varied R.S.H.E curriculum our intent is that we are:

Developing pupils understanding of the wider world:

- Understanding their rights as well as their responsibilities.
- To understand and uphold democracy.
- Distinguish from right and wrong and to respect civil and criminal laws of England.
- Have respect for other people regardless of race, religion, age, gender, ability or sexual orientation

Raising Aspirations for all pupils:

- Encourage students to accept responsibility for their own behaviour
- Show initiative and resilience.
- Understand how they can contribute positively to society.
- Pupils being the best they can
- Promoting aspirations

Developing pupils vocabulary:





- Be emotionally literate.
- Pupils use a broad and varied vocabulary both orally and written
- Purposeful and vocabulary rich learning environments

**Our ultimate aim is for every single child who leaves Eureka is to become the very best that they can be and to ensure that disadvantage does not hold any child back.**

### **Implementation**

The implementation of this policy is the responsibility of all the staff and has been written in accordance with the equality policy. This policy supports, throughout the life and community of the school, a whole school approach to R.S.H.E, throughout the curriculum. It is consistent with current legislative frameworks and non-statutory guidance.

This policy contains reference to:

-  Anti-Bullying
-  Drugs
-  Tobacco
-  Relationships, Sex Education R.S.E

### **Relationships, Sex Education (R.S.E)**

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. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society. The duties on schools in this area are set out in legislation.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. Eureka Primary School have opted to teach SRE. (They also make **Health Education** compulsory in all schools except independent schools).

**This policy sets out both the rights of parents/carers to withdraw pupils from sex education (but not Relationships or Health Education) and the process that the head teacher should follow in considering a request from a parent.**

**Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.**

We are delivering our relationships and sex education as part of our timetabled R.S.H.E –our Enriching Learning Journey SRE program is taught during the Summer term of each school year.

The Changing adolescent body is in Health Education.

Fundamental content is generally suitable to upper KS2. Girls may (occasionally) experience their first period as early as year 4, so some signalling on menstruation may be needed as

early as this, though generally these topics will be taught in years 5 and 6. Girls and boys should both know what happens to both girls and boys at puberty. However, girls may sometimes have a strong preference for the practical aspects of menstruation to be explained and discussed without boys present. We will always consider the cohort and what works best in our school. We will communicate with parents both individually and collectively on this topic, and encourage parents to talk to their children at the appropriate age about puberty, especially periods for girls. We will also consider how topics are addressed in other areas of the curriculum for example national curriculum science, to inform our planning. **Religious background of pupils will be taken into account when planning teaching.**

**Equality duty** – we will not unlawfully discriminate. We will ensure that: Relationships, Sex Education and Health Education are accessible for all pupils.

In R.S.E lessons we will cover the following areas:

- Learning about different kinds of families (Relationships)
- Learning that some families may have two male or two female parents (Relationships)
- Learning that homophobic bullying or discrimination is wrong and must be reported if it occurs (Relationships)
- Learning that at puberty adolescents' emotional feelings for others can change and we can feel attracted to others in a physical way (Relationships)
- Learning that for some people that attraction is to others of the same sex (Relationships)
- Learning what menstruation is and its physical and emotional effects (Health)

As a Primary school, we are not required to teach Sex Education; but must teach Relationships Education and have regard to the statutory guidance in full. Eureka has decided to teach SRE.

**Everything defined, in the content for Relationships Education, Health Education and NC KS2 Science does not carry a parental right to withdrawal.**

### **Responding to pupils questions and the vocabulary used in school**

We acknowledge that sensitive and potentially difficult issues will arise in our Enriching Learning Journey, as children will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content.

As a first principle, we answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the child or children who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed, whether they should answer it, they will seek guidance from the Enriching Learning Journey Leader or the Senior Leadership Team (S.L.T.). Questions may be referred to parents/carers if it is not appropriate to answer them in school. When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibility of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

It is important that pupils feel able to ask any questions that they wish and that their questions are valued. However, consideration will be given in regards to the pupil's age, prior learning or readiness. Pupils also have access to an 'I want to know' box in each class in order for them to write questions down and be answered as they request. These questions may be answered in a 1: 1 situation if it is appropriate or as part of a class discussion. If a safeguarding issue is raised, we will take the appropriate actions (see Safeguarding Policy) and ensure that this concern is dealt with promptly.

At Eureka, we use a vocabulary progression document. This list gives an indication of the words that we want children to become familiar with during each key stage. The list is not intended as a test list but does show the kind of language staff will use in lessons to broaden pupil's vocabulary and understanding.

### **R.S.E forms part of the statutory Health Education.**

Health education encompasses the following:

- ☼ Mental wellbeing
- ☼ Internet safety and harms
- ☼ Physical health and fitness
- ☼ Healthy eating
- ☼ Drugs, alcohol and tobacco
- ☼ Health and prevention
- ☼ Changing adolescent body








However, we will always work with, inform and reassure parents even if content does not carry the right to withdraw.

## **R.S.E forms part of the statutory Primary Relationships Education.**

Primary Relationships Education encompasses the following:

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






This policy should be read in conjunction with:

-  Child Protection Policy
-  Confidentiality Policy
-  Health and Safety Policy
-  Attendance Policy
-  Physical Education
-  Behaviour Policy
-  Whole School Food Policy

The P.S.H.E Association Education Programme of Study (key stages 1–2), is the only national programme of study for the subject and is regularly signposted to by the Department for Education for schools to use. At Eureka we use the Islington Scheme of work which follows the programme of study: ‘You, Me, PSHE’.

The three core themes from the programme of study, that are covered in ‘You, Me, PSHE’, are as follows:

### Core Theme 1: Health and Wellbeing

-  Healthy lifestyles (physical wellbeing)
-  Mental Health
-  Ourselves, Growing and Changing
-  Keeping Safe
-  Drugs, Alcohol and Tobacco

## Core Theme 2: Relationships

- Families and close positive Relationships
- Friendships
- Managing Hurtful Behaviour and Bullying
- Safe Relationships
- Respecting Self and Others

## Core Theme 3: Living in the Wider World

- Shared Responsibilities
- Communities
- Media Literacy and Digital Resilience
- Economic Wellbeing: Money
- Economic Wellbeing: Aspirations, Work and Career

Our Long Term Plan for our RSHE curriculum coverage can be found in Appendix 1.

## Emotional Health and Wellbeing

The statutory guidance for health education covers physical health, mental health and emotional wellbeing. It recognises that physical health and mental health are interlinked, that good physical health contributes to good mental health, and vice versa.

‘You, Me, PSHE’ has been revised and updated to ensure that it is fully up to date and reflects the recent statutory changes. These form part of our curriculum and will be an ongoing and core theme throughout our curriculum.

Irrespective of statutory requirements, teaching about mental health and emotional wellbeing as part of a comprehensive R.S.H.E education curriculum is vital. It promotes pupils’ wellbeing through an understanding of their own and others’ emotions and the development of healthy coping strategies. It also contributes to safeguarding, providing pupils with knowledge, understanding and strategies to keep themselves healthy and safe, as well as equipping them

to support others who are facing challenges. Finally, talking openly about mental health issues is an effective means of breaking down any associated stigma. With the recent COVID 19 pandemic, we have found this paramount in supporting the well-being of Eureka's whole family.

The emphasis should always be on developing pupils' knowledge, understanding, skills, language and confidence to seek support, as needed, for themselves or others. They should understand when to seek help, what help is available, and the likely outcome of seeking support.

As with any aspect of R.S.H.E, learning about mental health must build up from early learning if it is to be most effective. With very young pupils, for example, rehearsing ways of asking an adult for help, and persevering if their requests are not listened to, lays the foundations for confidently accessing sources of support when they are older.

### **Foundation Stage**

We also teach our Enriching Learning Journey and citizenship in our Foundation class as an integral part of the topic work covered during the year. We relate the Enriching Learning Journey and citizenship aspects of the children's work to the objectives set out in the Early Learning Goals.

We use the NSPCC 'Talk Pants' programme with our younger children. This helps the children to understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.

### **Provision for SEND Inclusion/Equality and Diversity**

We promote the needs and interests of all pupils, inclusive of gender, sexual orientation, race, religion, culture, ability or aptitude. Our approaches to teaching and learning take into account the ability, age, readiness and cultural backgrounds and home circumstances of the children to ensure that all can access the full Enriching Learning Journey provision.

In relation to those with special educational needs, we review our programme to ensure that provision is made for those with additional needs. When working with children with additional needs we consider:

- Their level of vulnerability
- Their need to develop self-esteem and positive body image
- The need to involve all staff and carers in policy development, planning and training
- The need for a range of approaches to teaching and learning to ensure they are genuinely inclusive
- Sources of support for pupils.

In relation to ethnicity, religion and cultural diversity, we value the different backgrounds of our children and, in acknowledging and exploring different views and beliefs, seek to promote respect and understanding.

In order to ensure the curriculum meets the needs of all:

- ☀ We encourage respect and discourage abuse and exploitation.
- ☀ We do not ask young people to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.
- ☀ We promote social learning and expect our students to show a high regard for the needs of others.
- ☀ Our Enriching Learning Journey is an important vehicle for addressing both multicultural and gender issues and for ensuring equal opportunities for all.
- ☀ We support children in developing their knowledge about and attitudes towards diversity.

### **Promoting British Values**

At Eureka Primary School we actively promote British values.

The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy.

At Eureka Primary School these values are taught and reinforced regularly throughout the curriculum and in the following ways:

#### ☀ Democracy:

Democracy is key to the running of the school. Pupils have the opportunity to have their voices heard through our School Parliament.

#### ☀ The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws and those they govern and protect us. Visits from authorities such as the Police; Fire Service; the Chair of SDDC etc. are regular parts of our curriculum and help reinforce this message.

### Individual Liberty:

Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for young pupils to make choices, through provision of a safe environment and empowering education.

Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our Online Safety and our Enriching Learning Journey lessons.

### Mutual Respect:

This is promoted through our classroom and learning rules, as well as our Behaviour Policy.

### Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in Religious Education and R.S.H.E. Members of different faiths are encouraged to come to our school to enhance learning within the school.

## **Ofsted**

With its emphasis on ‘personal development’, and reports of R.S.H.E being the focus of “deep dives” in recent inspections, it’s clear that R.S.H.E education will play a key role in providing evidence under the new framework.

This new framework emphasises the need for high quality provision through a broad and rich curriculum, and aims to support the future success of all individuals, with a focus on supporting those from disadvantaged backgrounds.

The Personal Development judgement requires evidence that schools have worked to prepare young people for the next step in their education and their later employment.

Beyond Personal Development, a well-considered and comprehensive R.S.H.E programme can contribute to all four judgement areas, as well as being essential to safeguarding.

*"In the new inspection model, we are particularly interested in how schools contribute to the personal development of children. This area is now a judgement in its own right. This makes more space in inspection for discussing things like the PSHE lessons in which wider life issues can be explored."*

Ofsted Chief Inspector Amanda Spielman, July 2019

## **Every Child Matters**

We continue to subscribe to and to review our practice under the five Every Child Matters outcomes: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution, Achieve Economic Wellbeing.

## **Healthy Schools**

We are committed to providing a *Healthy School* climate and culture. This means that we place teaching and learning in the wider context of our approach to:

- Leadership, organisation and management and the management of change
- Policy development
- The school ethos, culture, environment and Spiritual, Moral, Social and Cultural (S.M.S.C) development, and positive relationships throughout the school
- Learning and teaching, curriculum planning and resourcing
- Giving children a voice.
- Provision of support services for children
- Staff continuing professional development (C.P.D), health and wellbeing
- Partnership with parents/carers, the local community, external agencies and volunteers to support pupil health and wellbeing
- Assessing, recording and monitoring impact and outcomes.

## **Curriculum Organisation**

Children receive their entitlement through a spiral curriculum, demonstrating progression. This programme is delivered through a variety of opportunities, including:

- Transition sessions
- Designated Enriching Learning Journey time
- Subjects across the curriculum, e.g. Science, English , Religious Education, Design & Technology
- Enrichment weeks/days, e.g. Anti- bullying week, Science Week, Whole School Book Focus and Safer Internet Day, WOW days

- ☀ Visitors
- ☀ Residential and day visits
- ☀ Assemblies

## **Methodology**

A wide range of teaching and learning approaches will be used in our Enriching Learning Journey, that enable our children to learn effectively. The focus is on interactive learning, and approaches include: Circle Time, whole class discussion, social skills games and activities, working in pairs /groups, mind mapping, drama and role play, use of puppets, use of story and picture books, personal goal setting and the use of technology plus a great variety of other techniques (Appendix ?). Many of these approaches also act as distancing techniques, enabling children to discuss issues without discussing personal experience.

## **Equality of Opportunity**

In accordance with school and LEA policy, a commitment to Equal Opportunities will be built into all aspects of our Enriching Learning Journey.

## **Ground Rules**

Our Enriching Learning Journey is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Teachers and children together develop and establish ground rules in place, which ensure that every child feels safe and is able to learn in a supportive and caring environment. These cover, in particular, the asking and answering of personal questions and strategies for checking or accessing information.

## **Resources**

We use primarily the Islington 'You, Me, PSHE' scheme and the resources recommended within it when planning and delivering our Enriching Learning Journey, focusing on the needs of the children and our planned learning objectives.

We carefully select resources, which meet these objectives. We evaluate carefully teacher resources, leaflets and videos, before using them.

When Enriching Learning Journey related resources are being used within other subject areas (for example books about the human body in science), the same criteria are applied. This also applies to electronic resources, such as the use of websites and presentations found on the Internet.

We use children's books, both fiction and non-fiction, extensively within our Enriching Learning Journey lessons. The same selection criteria apply, and teachers will always read and assess the books before using them to ensure they are appropriate for the planned work. They

will also consider the needs and circumstances of individual children in the class when reading texts, in case they need to have a preparatory conversation with a child before the teaching takes place, for instance.

### **Confidentiality**

The nature of Enriching Learning Journey means that children may disclose personal information that staff will respond to appropriately. Where there is a genuine risk to the safety of the child, information must be passed on to individuals and/or organisations responsible for protecting the child. We will follow the procedures outlined in other policies such as Safeguarding and Child Protection, Behaviour and Health and Safety.

Any information disclosed to a staff member or other responsible adult, which causes concern about the child's safety, will be communicated to the designated person as soon as possible and always within 24 hours, in line with our Safeguarding and Child Protection policy.

If visitors are working in a classroom or other teaching situation, they will follow the school's policies/guidance on confidentiality and on safeguarding, and other relevant school policies.

### **Assessment, recording and reporting**

We assess children's learning in Enriching Learning Journey in line with approaches used in the rest of the curriculum. Children's learning is planned using learning outcomes, which are explained to the children, and we negotiate their 'steps to success' with them; a key question starts each session off. Teachers draw on their observation of children's learning and children's self-assessment to arrive at their overall judgements.

Teacher assessment is used to provide an overview of the child's learning within a unit of work, and to assess whether the child is working at the expected level, working towards or working beyond it.

We report to parents/carers at the end of the school year on children's learning and progress within our Enriching Learning Journey. During the year we provide parents/ carers meetings, and further to that, we liaise with parents on a 'needs led' basis, as and when required.

### **Involving the whole school and wider community**

#### **Partnerships**

The school values working in partnership with parents and carers and with the wider community and sees this as an essential element of Learning for Life. Partnership working will be promoted through home-school contracts, use of the community as a resource, the school's contribution to the life of the community, parents helping in school, social events and reporting to parents.

The school encourages the involvement of external agencies and services, with expertise in supporting the delivery of certain issues and will plan work with the providers that are relevant to the children. Teachers will liaise with the providers to ensure that they comply with the guidelines for visitors / external providers in school.

### **Working with staff**

Within the context of the School Improvement Plan support and training will be made available to all staff as appropriate. This includes allocating time at staff meetings to introduce new areas of work and to review the effectiveness of the approaches used. Whole staff INSET is used where there are development needs for the whole staff. Training for our TA staff is also implemented each term and individual staff members are offered training opportunities as appropriate.

The leader is entitled to receive training in their role and responsibilities. This supports them to lead on the development of the school's policy and practice and to monitor its implementation. This practice includes the curriculum and approaches to teaching and learning, as well as whole school approaches to promoting health and wellbeing. They also takes responsibility for supporting other members of staff in their work relating to RSHE, which may include ensuring appropriate training opportunities.

### **The role of governors**

When aspects of Enriching Learning Journey appear in whole school improvement plan, the governors will be asked to reflect on, monitor and review the work as appropriate. The link governor will play an active role in monitoring, reviewing and developing the policy and its implementation in school, reporting back as necessary to the whole governing board.

### **Working with parents and carers**

We recognise the key role that parents and carers fulfill in supporting their children through their personal development and the emotional and physical aspects of growing up. Therefore we seek to work in partnership with parents and carers when planning and delivering Learning for Life. We encourage this partnership by:

- Informing parents and carers by letter/ by Parent Mail/on the website of forthcoming Enriching Learning Journey topics and their learning content
- Providing supportive information about parents'/carers' role in Enriching Learning Journeys and how they can develop protective factors with their children
- Including encouraging children to share at home their learning about all aspects of our Enriching Learning Journeys

- ☀ Inviting parents/carers to discuss their views and concerns about Enriching Learning Journeys on an informal basis.

**Parents and carers will be given access to this policy through the school website.**

### **Pupil Participation and voice**

We recognise that an interactive approach to our Enriching Learning Journey will better develop the skills of our children, and also that, if they are involved in shaping the programme, it is more likely to meet their needs. We involve young people in the evaluation and development of their lessons in ways appropriate to their age.

At Eureka Primary School we believe that pupil participation within school life is a paramount consideration. We strive to ensure that there is a range of opportunities in school to promote pupil participation and we will review practice within the school on an annual basis to ensure that we are meeting the growing and changing needs of EVERY CHILD AT EUREKA.

At Eureka Primary School we will endeavour to follow these principles of pupil participation:

- ☀ Children should be listened to and their views and feelings acted on.
- ☀ Listening to and respecting a child's self-confidence, which enables effective learning.
- ☀ Children are key stakeholders and need to be consulted about the services provided to them.
- ☀ Children are the citizens of the future. Active citizenship begins with those closest to us.
- ☀ All children need to be supported in actively and equally participating in school life.
- ☀ Children can be powerful sources of support for each other.
- ☀ Positive pupil participation develops social, emotional and behavioural skills and improves relationships, attendance and achievement.

All students will have the opportunity to run for a position on the School Parliament. Each candidate will produce a manifesto and a ballot will be held in each class to select one boy and one girl representative from each year group from Year 1 through to Year 6. The children who are voted onto the parliament will have the opportunity to discuss relevant matters with their peers. The Year 6 pupils will be the Head Ministers of the Parliament – they will deliver their manifesto to the whole school, after which a ballot will be held. Elections will be held every September.

All students will take part in annual audits to encourage them give feedback and voice their opinions about their learning, and also the 'ethos' of school. There will be pupil questionnaires and interviews.

During Lessons we will:

- ☠ We engage the children in activities to establish their development needs, for example 'Draw and Write' activities. (Also to assess prior learning through our Pre-Learning Tasks)
- ☠ We encourage children to ask questions as they arise by providing anonymous question boxes and other similar approaches.
- ☠ We ask children to reflect on their learning and to set goals for future learning.
- ☠ We consult with children, through School Parliament and randomly selected groups of children, about their perception of the strengths of our Enriching Learning Journey programme and the areas to be further developed.
- ☠ Through assessment, in particular self - assessment, we will learn more from the children about the effectiveness of the teaching and learning and its impact.

### **Use of visits and visitors**

Where appropriate we use visits and visitors from outside agencies or members of the community to support our Enriching Learning Journey. This is an enrichment of our program and not a substitute for our core provision, which is based upon the strong relationships between teachers and pupils.

Residential visits can make a significant contribution to children's personal development. When planning such visits, we use opportunities to promote children's learning in relevant areas of the curriculum (for example, relationship skills, group work skills, communication skills, healthy lifestyles, managing risk, safety).

Our partnership with the local community is a priority, and we recognise and value its contribution to Enriching Learning Journeys. This reflects our approach to active citizenship. We include a range of opportunities for community involvement and activities, such as:

- ☠ Links with the church (e.g. harvest festival, Christmas Carol Service)
- ☠ Charity fundraising (e.g. links with the local food bank, supporting events such as Comic Relief and Children in Need)
- ☠ School clubs (e.g. a variety of sports, science, performances)
- ☠ Links with local services (e.g. visits from the Police Community Support Officer)

## **Impact**

There is a wealth of evidence demonstrating that the knowledge, skills and attributes taught within our Enriching Learning Journey education will have a positive impact in a number of areas, including emotional wellbeing, academic attainment, and preparation for the world of work.

By the end of primary school each pupil should know about:

### **Families and people who care for me**

- 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 represents 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**

- 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**

- 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.
- 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 cyber bullying), 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**

- That people sometimes behave differently online, including by pretending to be someone they are 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**

- 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 is 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 are 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.

## **The process for development and review**

This policy has been drawn up in consultation with all teaching staff, other school staff, parents, young people, governors, members of the wider school community and other agencies.

We are committed to the ongoing development of Enriching Learning Journeys in our school. We will use the following indicators to monitor and evaluate our progress:

- ☘ A coordinated and consistent approach to curriculum delivery
- ☘ A flexible approach to delivering our Enriching Learning Journey that responds to children's needs (identified through consultation, research or observation) is in place
- ☘ Children are receiving an entitlement curriculum for Enriching Learning Journey in line with national and local guidance
- ☘ There are clearly identified learning objectives for all activities, and children's learning is assessed using both formative and summative approaches
- ☘ Opportunities for cross-curricular approaches are being used where appropriate
- ☘ The impact of training for staff and governors on practice is evaluated
- ☘ Policy and practice is revised regularly and involves staff, governors and, where appropriate, children
- ☘ A variety of methods are employed to communicate the key points of the policy and curriculum to the community and we invite feedback.

## **Monitoring and Evaluation**

- ☘ The R.S.H.E Leader regularly evaluates the programme. The views of pupils, members of staff who deliver the programme, parents and governors are used to make changes and improvements to the programme on an on-going basis.
- ☘ This policy will be reviewed by the Senior Leadership Team and by the governing body

## **Location and dissemination**

This policy document is freely available on request to the entire school community.

The staff responsible for overseeing and reviewing this policy is:

Enriching Learning Journey Leader; Jacqui Johnson

**An Enriching Learning Journey where we feel Safe, Happy and Comfortable**

<b>YEAR A: 2019 - 2020 2021 - 2022 2023 – 2024</b>							
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>EYFS &amp; Year 1 ADVENTURERS</b>	<b>Mental health and Emotional well-being:</b> Feelings	<b>Keeping safe and Managing risk:</b> Feeling safe (Anti-Bullying)	<b>Physical Health and Well-being:</b> Fun times	<b>Drug, alcohol and tobacco education:</b> What do we put into and on our bodies?	<b>Identity, society and equality:</b> Me and others	<b>Relationships and Health Education:</b> PANTS - NSPCC
	<b>Year 1 &amp; 2 THINKERS</b>	<b>Mental health and Emotional well-being:</b> Friendship	<b>Keeping safe and Managing risk:</b> Indoors and outdoors (Anti-Bullying)	<b>Physical health and Well-being:</b> What keeps me healthy?	<b>Drug, alcohol and tobacco education:</b> Medicines and Me	<b>Identity, society and equality:</b> Caring for Others	<b>Relationships and Health Education:</b> Boys and Girls; Families
	<b>Years 3 &amp; 4 EXPLORERS</b>	<b>Mental health and Emotional well-being:</b> Strengths and Challenges	<b>Keeping safe and Managing risk:</b> Bullying – see it, say it, stop it (Anti-Bullying)	<b>Physical health and Well-being:</b> What helps me choose?	<b>Drug, alcohol and tobacco education:</b> Tobacco is a Drug	<b>Identity, society and equality:</b> Celebrating Difference	<b>Relationships and Health Education:</b> Growing Up and Changing
	<b>Years 4 &amp; 5 INVESTIGATORS</b>	<b>Mental health and Emotional well-being:</b> Dealing with Feelings	<b>Keeping safe and Managing risk:</b> Playing Safe (Anti-Bullying)	<b>Physical health and Well-being:</b> What is important to me?	<b>Drug, alcohol and tobacco education:</b> Making Choices	<b>Identity, society and equality:</b> Democracy	<b>Relationships and Health Education:</b> Growing Up and Changing
	<b>Years 5 &amp; 6 ENQUIRERS</b>	<b>Mental health and Emotional well-being:</b> Healthy Minds	<b>Keeping safe and Managing risk:</b> Making Safer Choices (Anti-Bullying)	<b>Physical health and Well-being :</b> In the Media	<b>Drug, alcohol and tobacco education:</b> Different Influences	<b>Identity, society and equality:</b> Stereotypes, discrimination and prejudice/ Human Rights	<b>Relationships and Health Education:</b> Healthy Relationships

**Keeping all of us Safe, Happy and Comfortable is the Golden thread throughout our RSHE curriculum and at the heart of Eureka Primary School.**



# Eureka Primary School Long Term Plan: RSHE



An Enriching Learning Journey where we feel Safe, Happy and Comfortable

YEAR B: 2020 - 2021 2022 - 2023 2024 – 2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS &amp; Year 1 ADVENTURERS</b>	<b>Mental health and Emotional well-being:</b> Feelings	<b>Keeping safe and Managing risk:</b> Feeling safe (Anti-Bullying)	<b>Physical Health and Well-being:</b> Fun times	<b>Drug, alcohol and tobacco education:</b> What do we put into and on our bodies?	<b>Careers, financial capability and economic well-being:</b> My money	<b>Relationships and Health Education:</b> PANTS - NSPPC
<b>Year 1 &amp; 2 THINKERS</b>	<b>Mental health and Emotional well-being:</b> Friendship	<b>Keeping safe and Managing risk:</b> Indoors and outdoors (Anti-Bullying)	<b>Physical health and Well-being:</b> What keeps me healthy?	<b>Drug, alcohol and tobacco education:</b> Medicines and Me	<b>Careers, financial capability and economic well-being:</b> My money	<b>Relationships and Health Education:</b> Boys and Girls; Families
<b>Years 3 &amp; 4 EXPLORERS</b>	<b>Mental health and Emotional well-being:</b> Strengths and Challenges	<b>Keeping safe and Managing risk:</b> Bullying – see it, say it, stop it (Anti-Bullying)	<b>Physical health and Well-being:</b> What helps me choose?	<b>Drug, alcohol and tobacco education:</b> Tobacco is a Drug	<b>Careers, financial capability and economic well-being:</b> Saving, spending and budgeting	<b>Relationships and Health Education:</b> Growing Up and Changing
<b>Years 4 &amp; 5 INVESTIGATORS</b>	<b>Mental health and Emotional well-being:</b> Dealing with Feelings	<b>Keeping safe and Managing risk:</b> Playing Safe (Anti-Bullying)	<b>Physical health and Well-being:</b> What is important to me?	<b>Drug, alcohol and tobacco education:</b> Different Influences	<b>Careers, financial capability and economic well-being:</b> Borrowing and earning money	<b>Relationships and Health Education:</b> Growing Up and Changing
<b>Years 5 &amp; 6 ENQUIRERS</b>	<b>Mental health and Emotional well-being:</b> Healthy Minds	<b>Keeping safe and Managing risk:</b> Keeping Safe out and About (FGM) (Anti-Bullying)	<b>Physical health and Well-being :</b> In the Media	<b>Drug, alcohol and tobacco education:</b> Weighing up risk	<b>Relationships and Health Education:</b> Healthy Relationships Moving on: Transition to secondary school	<b>Relationships and Health Education:</b> Healthy Relationships Moving on: Transition to secondary school

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