



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School

Relationships, Sex and Health Education Policy (RSHE)

(this policy also incorporates the teaching of the PSHE curriculum)

National Guidance

Our RSHE policy is informed by the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

We have also used the following to inform our policy:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools.

RSHE Education at Potley Hill

At Potley Hill Primary School, we want to ensure that our children have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We aim to ensure that all pupils, at every stage of the educational journey, learn about themselves as developing individuals and as members of their communities, building on their own experiences and achievements. We endeavour to nurture every child to enable them to achieve beyond expectations and develop into confident individuals with a lifelong love of learning, equipped with the skills they need to thrive in a rapidly changing world.

We believe that RSHE plays a vital role in promoting the spiritual, moral, cultural, mental and physical development of pupils at school and of society and preparing pupils for the opportunities, responsibilities and experiences of adult life.

Our Relations, Sex and Health Education is an embedded part of our broad and balanced curriculum that will provide pupils with the knowledge and skills to enable them to make informed and responsible choices in later life, emphasising the benefits of a healthy lifestyle. It is taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

Our RSHE policy is comprised of 3 parts:

- Relationship Education
- Physical Health and mental Wellbeing Education
- Sex Education

Relationship Education

We deliver our Relationship Education to ensure coverage of the Department of Education's statutory guidance in the following areas:

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

Through our Relationship Education teaching, we aim for our children to:

- Identify different types of relationships including friendship, family and online
- Learn how to treat others with kindness, consideration and respect.
- Recognise the importance of self-respect, and how this links to their own happiness.
- Develop self-confidence and self-esteem, and make informed choices regarding personal and social issues.
- Understand the importance of permission-seeking and giving in relationships with friends, peers and adults.
- Be independent and responsible members of the school community.
- Be positive and active members of society.

Delivery of Relationship Education

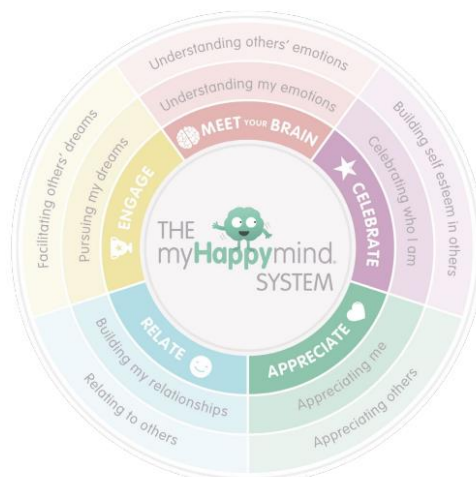
We use the 'My Happy Mind' platform to deliver the majority of our content. This is taught using a 'whole school' approach, at the same time each week, to ensure consistency and to help children maximise the potential for learning and growth.

'My Happy Mind' is an award winning program for schools & nurseries, families and organisations. It teaches preventative habits that support positive mental health, resilience and self esteem. All of the concepts taught are based on science and research and grounded in neuroscience and positive psychology. The program is delivered via an innovative technology platform making learning easy, convenient and fun. It is commissioned by the NHS across the U.K. due to the incredible impact the program has on reducing CAMHS referrals along with the overall improvements to the wellbeing of children, staff and parents.

The 'My Happy Mind' curriculum is grounded in scientific research and helps children to:

- Feel happier
- Know what to do when they feel worried or stressed
- Improve their focus and learn more
- Achieve more of the goals that they set for themselves
- Develop better relationships with friends and families
- Feel great about who they are and have positive self esteem

The content of 'My Happy Mind' is broken down into 5 different areas as follows.



In addition, the PSHE Association has identified 10 key principles for effective practice in PSHE education. These are listed below and we have ensured that 'My Happy Mind' supports and reinforces all of these principles.



The curriculum delivered by the programme has been broken down in clear progression maps to ensure progress is made across all year groups. There is also clear understanding of what areas of the PSHE requirements as stipulated by the Department of Education are covered by the programme.

Relationship Education in everyday life at Potley Hill

In addition to the regular teaching that the children receive, the language used within the My Happy Mind programme is embedded into our daily life at Potley Hill. All members of staff use the language and techniques shared within the programme to support children's emotional health and wellbeing during the course of the school day.

The children also receive regular structured assemblies which incorporate British Values and SMSC. We welcome visitors into assemblies to share their experiences with the children and to ensure they are conscious of a wide range of beliefs and issues. The children benefit from a range of opportunities to implement their learning through specialist days, events, trips, sporting activities and curriculum pledges. This ensures that we give our children as many 'real life' learning experiences as possible.

Whilst the My Happy Mind programme covers the vast majority of the statutory RSHE content, it is important to note that there is a small amount content that is delivered independently of the programme. This is covered in a variety of ways including discrete teaching, teaching covered by other subjects such as RE or Science and specific one-off occasions such as NSPCC workshops, anti-bullying week and children's mental health week.

Physical Health and Mental Wellbeing Education

We deliver our Physical Health and Mental Wellbeing Education to ensure coverage of the Department of Education statutory guidance in the following areas:

- Mental Wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Health Prevention
- Basic First Aid

- Changing Adolescent Body

Through our Physical Health and Mental Wellbeing Education teaching, we aim for our children to:

- Understand the importance of mental health
- Explore online relationships and understand how to stay safe
- Learn about the importance of personal hygiene.
- Learning the importance of a healthy and active lifestyle
- Understand the importance of a healthy and varied diet
- Take responsibility for their own basic safety and health

The coverage for these areas is varied and delivered in many ways. Some of these areas are covered by the 'My Happy Mind' programme and others by subject teaching in areas such as Science, DT and Computing. There are also assemblies, visitors and school trips where these areas are addressed. In addition, all staff members address any concerns arising within these areas in the classroom on an adhoc basis.

Drugs, alcohol and tobacco

We aim to:

- Educate children on the effects that drugs have on health and to enable them to make informed choices.
- Give children up to date information on the risks and legal aspects of drug taking.
- Help children learn the communication skills needed to express their concerns and make responsible decisions.

This topic is introduced, in discrete lessons, to the children as follows:

- Key Stage 1 - children should be introduced to the fact that some substances are dangerous and can cause you harm.
- Lower Key Stage 2 - children should be introduced to the fact that while all medicines are drugs, not all drugs are medicines.
- Upper Key Stage 2 - children should also begin to be aware of the harmful effects on health of abuse of tobacco, alcohol, solvents and other drugs.

Creating a culture of emotional wellbeing

Creating a culture of emotional wellbeing is a key priority for all schools. To enable this, schools are encouraged to raise awareness and provide a range of support to foster emotional wellbeing. 'My Happy Mind' supports this objective in many ways, including:

1) Creating an environment that is well sign posted, therapeutic and accessible: 'My Happy Mind' is a whole school approach and also supports all staff. 'My Happy Mind' is aligned to a trauma informed approach and is for all year groups from Reception through to Year 6. The 'My Happy Mind' program recognises sensory needs, it is highly visual, positive and proactive.

2) Working directly with students and parents/caregivers: 'My Happy Mind' provides a free app to parents and caregivers allowing them to understand what their child is learning at school. In addition, the app provides engaging activities for parents to support positive conversation and play at home. 'My Happy Mind' is delivered by the teachers not an external provider which allows for constant embedding and integration with the children.

3) Working directly with teachers and providing training & quality supervision: 'My Happy Mind' offers full training and support for all staff. All sessions are recorded and made available in case of staff absence.

4) Facilitating group work & peer support sessions: 'My Happy Mind' is a whole school approach and taught to all children from Early Years including nursery all the way through to Year 6. The 'My Happy Mind' lessons can also be used in small groups as well as 1:1 which allows for a whole school culture and language to develop.

5) Embedding emotional wellbeing teaching within the curriculum: 'My Happy Mind' is taught weekly. Our recommendation is that it is taught at the beginning of the week then the rest of the week is about embedding the learning from the lessons through regular teaching and learning. All children in Years 1-6 receive a journal which they have with them through the program. This is a really good visual record of their learning. Parents and Carers have

access to a free app which they can use at home. The app helps the parents understand what their children are being taught and supports positive conversation and play.

Sex Education

Through our Sex Education, we aim for our children to:

- Know key facts about puberty and the changing adolescent body, including physical and emotional changes and information related to the menstrual cycle.
- Name body parts and sexual organs.
- Understand biological facts about sex and reproduction in a loving relationship.

It is important to stipulate that Sex Education is **NOT** about the promotion of sexual activity but empowering children with knowledge to ensure they know how to keep themselves safe.

Sex education is delivered in discrete lessons for selected year groups, as detailed below.

Curriculum content	How this is covered at Potley Hill Primary School
<ul style="list-style-type: none"> • to identify the external genitalia in males and females 	<ul style="list-style-type: none"> • Discrete teaching in Year 2
<ul style="list-style-type: none"> • to identify the internal reproductive organs in males and females and how the process of puberty relates to human reproduction. 	<ul style="list-style-type: none"> • Discrete teaching in 5 and 6
<ul style="list-style-type: none"> • the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for). 	<ul style="list-style-type: none"> • Discrete teaching in 5 and 6 • Cross curricular links with science in Year 5
<ul style="list-style-type: none"> • about where to get more information, help and advice about growing and changing, especially about puberty. 	<ul style="list-style-type: none"> • Discrete teaching in Years 4, 5 and 6.

Parents will also be informed by letter when the teaching is going to take place. The content / resources for these lessons are available for parents to view and an information evening and consultation will be run each year for parents to attend.

Right to withdraw

Parents do have the right to withdraw their child from all or part of the sex education curriculum provided at school except those parts found in the Statutory National Curriculum for Science. In line with the Equality Act of 2010, and our commitment to the emotional wellbeing of our children, parents do not have the right to withdraw their child from the relationship education element of the curriculum. It is the class teacher’s responsibility to inform parents/carers of any materials that will be used during the teaching of sex education if applicable.

Equality

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive Health, Relationships, and Sex Education will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect and all forms of discriminatory language are, and will always be, tackled with vigour. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.”

Assessment, monitoring, evaluating and reviewing:

Teachers record their assessments using a questionnaire at the end of each My Happy Mind unit. This is then fed back to the subject leader. The PSHE subject leader is responsible for monitoring, evaluating and reviewing the delivery of the programme to ensure consistent and coherent provision across the school. The provision is also reviewed as part of the annual subject story completed by the subject leader and will then inform any subsequent action plan.

Safeguarding

Staff need to be aware that sometimes disclosures may be made during RSHE sessions. It is important that individual teachers use their skills and discretion and report any concerns or disclosures in line with school safeguarding procedures.

Staff support and training

All staff are expected to make themselves familiar with the Policy for PSHE. Support for the teaching of RSHE will be given through:

- The sharing of current development information
- Opportunities to attend courses relevant to area of need. e.g drug education, circle time, RSE issues
- Access to latest publications
- Updating of resources
- In house CPD

It is the PSHE subject leader's responsibility to pass on any new information which can affect the teaching and learning of any of the aspects of RSHE.

Reviewed: January 2024

Next review: January 2025