



WOHL ILFORD JEWISH PRIMARY SCHOOL

RSHE POLICY

Reviewed: April 2020

Next review: April 2022

Signature of Headteacher:



From the UN Convention on the Rights of the Child

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



WOHL ILFORD JEWISH PRIMARY SCHOOL

RSHE POLICY

POLICY CONTEXT AND RATIONALE

We believe that education in RSHE and citizenship enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and about their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society.

Our objectives in the teaching of RSHE and citizenship are to:

- Know and understand what is meant by a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for other people and show sensitivity towards others;
- Be thoughtful and responsible members of their community and their school;
- Become active members of our democratic society;
- Develop self-confidence and self-esteem;
- Make informed choices regarding personal and social issues;
- Develop good relationships with other members of the community.

The policy was produced by the Deputy Headteacher and RSHE Lead through consultation with parents, governors, teaching staff and a group of pupil ambassadors.

All stakeholders were invited to participate in the consultation and to discuss changes and proposed content of the curriculum. This policy will be reviewed by the RSHE lead annually. At every review, the policy will be approved by the Headteacher.

POLICY AVAILABILITY

In line with other policies, this policy is available on the school website.

POLICY AIMS AND OBJECTIVES

At WIJPS, the intent of our RSHE curriculum is to deliver a curriculum which is accessible to all and ensures that each of our pupils will know more, remember more and understand more about how they can play a positive and successful role in our community and our society, both as a child and an adult in the future.

We aim to provide our pupils with knowledge and understanding of their world, locally, nationally and globally, to provide them with the confidence to play a part in shaping their future.

Our Growth Mind set prepares our pupils for their future lives through the development of their confidence and sense of responsibility. It aims to help them understand their personal and social development, and will enable them to tackle many of the moral, social and cultural issues that are a part of growing up.

Our curriculum is designed with appropriate subject knowledge, skills and understanding, and is divided into three units: health and wellbeing, relationships and living in the wider world.

Relationship and Sex Education will be taught in line with the ethos of the school. Children will have accurate and relevant knowledge of RSHE and opportunities to create personal understanding, as well as being encouraged to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities.

CREATING A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT

We are committed to encouraging our children to respect themselves and each other, whilst fostering a safe and nurturing environment which supports all pupils to reach their true potential. Our aim is for every child to feel valued and respected and to be treated in a kind and considerate manner.

We will ensure that we provide information which is accessible to all pupils and is relevant to their age, maturity and needs. Our curriculum will prepare pupils for puberty, and give them an understanding of the importance of health and hygiene. It will develop feelings of self-respect, self-worth, confidence and empathy together with

a sense of moral responsibility. It will assist pupils in acquiring and practising important life skills such as critical thinking, decision making, communication and assertiveness. In addition it will create a positive culture around issues of sexuality and relationships and teach pupils the correct vocabulary to describe themselves and their bodies.

We ensure that clear ground rules facilitate a safe and supportive learning environment. All staff have been trained to identify vulnerable pupils and have the appropriate guidance to support them. This policy dovetails with the school's suite of safeguarding policies.

ENTITLEMENT AND EQUALITY OF OPPORTUNITY

Our curriculum will address issues of diversity and enable equality by ensuring that all pupils, regardless of age, ability, maturity, faith, belief, race, culture, sexual orientation or gender identity are given equal access.

INTENDED OUTCOMES

The school curriculum focuses on three core learning themes: health and wellbeing, relationships and living in the wider world. This also includes cross curricular links with British Values, Spiritual, Moral, Social and Cultural (SMSC) and the development of key skills across the curriculum. Children have access to key knowledge, language and its meaning in order to understand RSHE.

RSHE at WIJPS is taught as individual sessions with a unit completed each term. Every term has a different unit theme: health and wellbeing, relationships and living in the wider world. These units covers areas such as identity, society and equality, Mental health and emotional wellbeing, careers, financial capability and economic wellbeing, keeping safe and managing risk, Relationship and Sex education (RSE), physical health and wellbeing and drug, alcohol and tobacco education. These are taught to levels relevant to the age and experience of the pupils.

The school has made links between the units and safeguarding, school values and ethos, British values, rights and responsibilities and the school's "Skills Builder" programme, in order that the children have both depth and breadth within this area of the curriculum.

Units are revisited each year to build upon the children's skills set as they continue their developmental journey through the school. Lessons involve class discussion, drama, and group work. Pre and post assessment activities demonstrate the progression of knowledge, skills and understanding.

PRINCIPLES AND METHODOLOGY

We understand the importance of helping pupils to make connections between the learning they receive in RSHE education and their current and future 'real life' experiences.

As well as being taught as a stand-alone subject, RSHE is interwoven with many other areas of the curriculum. For example, biological aspects of reproduction are taught within the science curriculum, elements of keeping safe online and awareness of digital footprints are integral to the Computing curriculum and Upper Key Stage 2 pupils also receive stand-alone sex education sessions.

RSHE is covered in our weekly Middah (ethical behaviour statements, related to Jewish studies) and is promoted around the school during the week, through assemblies and daily Jewish studies lessons. Throughout the year in Jewish studies lessons, stories are told with morals and dilemmas. These are taught throughout the school from Early Years, through KS1 and KS2 and are continually linked with the RSHE curriculum.

We also develop RSHE and citizenship through various activities and whole-school events. Our school council incorporates the entire school to encourage pupil voice, where pupils meet regularly to discuss school matters. There are residential visits throughout the years (Skeet, Kingswood Activity Centre etc.) which give time for children to discuss issues that arise and learn social skills.

PLANNING

The school curriculum focuses on three core learning themes: health and wellbeing, relationships and living in the wider world. This also includes cross curricular links with British Values, Spiritual, Moral, Social and Cultural (SMSC) and the development of key skills across the curriculum. Children have access to key knowledge, language and its meaning in order to understand RSHE.

Term	Autumn			Spring			Summer		
Core Theme	Health and Wellbeing			Relationships			Living in the Wider World		
Topics	Healthy Lifestyles	Minimum of 10 lessons Growing and Changing	Keeping Safe	Feelings and emotions	Minimum of 10 lessons Healthy Relationships	Valuing difference	Rights and Responsibilities	Environment	Money
Year 1	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and loss and how it feels	Keeping safe around household products; how to ask for help if worried about something	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; everybody is unique in some ways and the same in others	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	Where money comes from; how to use money - saving and spending money
Year 2	Healthy choices; different feelings; managing feelings	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Keeping safe in different situations; how to ask for help if they are worried about something; privacy in different contexts	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying	Respecting similarities and differences in others; sharing views and ideas	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Looking after the local environment (CROSS YEAR-GROUP PROJECT WITH YEAR 1)	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved
Year 3	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	School rules on health and safety; basic emergency aid; people who help them stay healthy and safe	Recognising feelings in others; responding to how others are feeling	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively	Recognising and responding to bullying	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Responsibilities; rights and duties	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6)
Year 4	What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs	Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change	How to keep safe in local area and online; people who help them stay healthy and safe	Keeping something confidential or secret; when to break a confidence; recognise and manage dares	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	Listen and respond effectively to people; share points of view	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world	Sustainability of the environment across the world	Role of money; managing money (saving and budgeting); what is meant by interest and loan
Year 5	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety	Responding to feelings in others	Actions have consequences of actions; working collaboratively; negotiation and compromise; giving feedback	Listening to others; raise concerns and challenge	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Different rights; responsibilities and duties	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax
Year 6	Images in the media and reality; how this can affect how people feel; risks and effects of drugs	Recognising what they are good at; setting goals; aspirations. Changes at puberty (recap Y4); human reproduction; roles and responsibilities of parents	Independence; increased responsibility; keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out (including against FGM); who is responsible for their health and safety; where to get help and advice	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage. Acceptable and unacceptable physical touch; personal boundaries and the right to privacy	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they forward to others	How resources are allocated; effect of this on individuals; communities and environment	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 3)

TIMETABLING

At WIJPS RSHE is taught through a 'spiral programme' where themes recur and pupils experience them annually at an ever increasing level of depth.

We have one lesson per week of stand-alone RSHE. In addition, the pupils' learning is further enriched by many cross-curricular links.

ASSESSMENT

RSHE is formally assessed termly but teachers continuously monitor and evidence pupils' learning and progress.

Baseline assessments form part of every lesson and inform teacher judgements of the learning and progression that has taken place.

The Headteacher may invite visitors from outside the school, such as school nurses or sexual health professionals to support staff training.

The delivery of RSHE is monitored by the senior leadership team and RSHE lead through: book scrutinies, lesson observations, learning walks, assessment data and conversations with pupils.

TEACHING RESPONSIBILITY AND STAFF TRAINING

Staff will be given adequate CPD and support to ensure that they are able to teach the RSHE curriculum and manage any issues sensitively that may arise. They are responsible for delivering RSHE in a non-biased way and modelling positive attitudes. They will respond to the needs of all individual pupils.

CONFIDENTIALITY AND HANDLING DISCLOSURES

In line with the WIJPS safeguarding policies, teachers understand that they cannot offer complete confidentiality should a disclosure be made. This would be explained to the pupil, should such a circumstance arise. All visitors to the school are given a document to read prior to having contact with pupils which clearly outlines the school's expectations and procedures.

RESPONDING TO PUPILS QUESTIONS

Whilst teachers are mindful of safeguarding their pupils, they will endeavour to create a culture in the classroom where every child feels safe and able to ask questions.

When answering questions, teachers will be mindful of the age, maturity and development of the children in the class. There may be occasions where teachers ask pupils to wait for an answer in order for them to take professional advice or be guided by senior leaders.

IMPACT

Our school values and inclusion of safeguarding within our curriculum is vital, as our prime objective is to ensure that our pupils are safe and happy, ensuring that they excel in all aspects of their school life. Our RSHE curriculum provides them with a chance to reflect and learn about these crucial elements.

Our children and staff value well-being, mental health and good citizenship. Through our curriculum, we believe that we prepare children for the next stage in their education as well as preparing them, during this vital stage of their life, for the adult world.

Children develop positive and healthy relationships with their peers and can utilise these skills throughout their future lives. Children understand the physical aspects involved in RSE at an age appropriate level. Children have respect for themselves and for others, demonstrated in their actions, behaviour for learning and resilience. Children have positive body images.

Children achieve age related expectations across the wider curriculum. RSHE is a fundamental subject for our disadvantaged children. Research has shown that there is a strong link between pupil health and wellbeing and their attainment. By teaching children to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective RSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged children, our mission and intent for all at WIJPS.

LINKS TO OTHER SCHOOL POLICIES

RSHE closely links to many areas of the curriculum and complements the following policies:

Acceptable use

Anti-bullying

Accessibility plan

Behaviour (including bullying)

Collective worship

Computing

Eco & recycling

E-safety policy

First aid and medicines policy

Healthy eating

Jewish Studies

PE

Spiritual, moral, social and cultural

Safeguarding and child protection (including extremism)

PARENT'S RIGHT TO WITHDRAW

Parents/carers only have the right to withdraw their children from the non-statutory components of RSHE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. The Headteacher will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the sex and relationship programme until the request for withdrawal has been removed. A copy of withdrawal requests will be placed in the pupil's educational record.