



## **Churchfields Infants' School**

# **RSHE Policy November 2023**

**Approved by Governing Board:** November 2023

**Signed by chair:** \_\_\_\_\_

**Next Review Date:** November 2025

# 1. Introduction

RSHE stands for Relationship, Sex and Health Education. These three areas are defined below.

- **Relationship Education** is the teaching of Families, People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe by the end of Primary school. This will include core safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so. We recognise that there are many different families, including two parent families, single parent families, heterosexual parents, LGBT Parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We note that *some families have a mother or a father, two mummies, two daddies, a mummy and a daddy, grandparents as parents or other combinations. In British law it says that people have a right to live in families of their own choosing. The most important thing is that we always make sure to respect the way that people choose to live their lives.*
- **Sex Education** in Primary Education is any teaching of sexual reproduction (how a baby is conceived and born) that goes beyond the National Curriculum teaching of reproduction in mammals and plants. **Note: In Key Stage One we are not required to teach Sex Education.**
- **Health Education** is the teaching of Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body. In Key Stage One we do not teach all of these topics. Please see the syllabus and Schemes of Work in Appendices 3 and 4 for more information on the themes covered in Key Stage One.

During the initial process of developing of the RSHE syllabus, borough wide consultation took place. Parents and community leaders were invited to participate in this consultation. Information and results from this can be found in Appendix 1.

Prior to the commencement of the delivery of the RSHE syllabus at school, parents were consulted at a school level. Information regarding this can be found in Appendix 2.

# 2. Aims

It is the intention of Churchfields Infants' School to teach age appropriate, pupil sensitive, evidence based RSHE, that respects the law and all of our local communities.

At Churchfields Infants' School we aim to ensure that RSHE provides opportunities to children to develop the necessary Personal, Social and Health skills, and knowledge and understanding that will enable them to navigate the world in which they live throughout childhood but also into adulthood. It is our intention that good quality RSHE is an important element of the Key Stage One curriculum.

This policy aims to:

- identify our legal requirements in teaching RSHE
- set out how RSHE is taught within our school
- identify how the RSHE syllabus has been shared with the community
- identify the stages of the consultation process

### **3. Legislation and Statutory Requirements**

As of September 2020, it is the legal requirement of Primary Schools (both maintained and Academies) to teach Relationships and Health Education. This happens alongside the Science National Curriculum and within the context of safeguarding and maintaining a child centred approach in accordance with the 'Keeping children safe in education document' (DfE, Sept, 2020).

At Churchfields Infants' School we acknowledge and recognise that families are a child's first and most effective teacher. Our school RSHE syllabus is based on the established foundation of the Redbridge syllabus and we aim to build on it alongside working in partnership with parents/carers to educate our children about these important subjects.

### **4. Policy Development**

This policy has been developed in consultation with representatives from the London Borough of Redbridge, staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – all information, including relevant national and local guidance, was reviewed by staff within schools.
2. Following this, there was a process of staff and borough (London Borough of Redbridge) consultation – Headteachers were given the opportunity to look at the policy, make recommendations and determine next steps for their curriculum.
3. As we value our community's opinions and views, we informed parents of this policy and they were invited to share views about the policy.
4. Pupil consultation – we investigated what exactly pupils wanted and needed from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **5. Curriculum**

There are legal teaching requirements within subjects or areas. These are outlined below.

#### **National Curriculum Science**

The Key stage One National Curriculum states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

The full Science curriculum context can be viewed via this link [Science programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86481/science-programmes-of-study-key-stages-1-and-2.pdf) Please note, at Churchfields Infants' School, we do not teach past Key Stage One (Years One and Two.) In Key Stage One we teach

children about the animals that lay eggs, or have live young. We also teach children that insects pollinate plants and that plants grow from seeds.

*There is no right to withdraw from the Science National Curriculum.*

### **Relationships Education**

The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults along with encouraging the development their own positive personal attributes such as a belief that they can achieve and persevere towards tasks and long-term rewards, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance. It also aims to teach how to seek support and guidance from appropriate sources. Lessons will be evidence based, age appropriate, based on the law and sensitive to the needs of all children.

Please use this link [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-education-primary) to view the Primary content and the DfE guidance. Please note, Primary extends to Key Stage Two.

*There is no right to withdraw from Relationships Education*

### **Sex Education**

There is no legal obligation to teach Sex Education in Primary School. However, schools do have the right to teach it if they feel that it is beneficial to the children. *Please note: We will **not** be teaching Sex Education at Churchfields Infants' School.*

Please see the section on Sex Education in the following link for further information. [Relationships education \(Primary\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-education-primary)

*Parents have the right to withdraw their child from Sex Education.*

### **Health Education**

The aim of Health Education is to provide information to children that will empower them to make their own choices about their physical and mental wellbeing and health. Children will recognise what is usual and what is not, in themselves and others and be equipped to seek support at the earliest opportunity from appropriate sources.

*There is no right to withdraw from Health Education.*

## **6. Faith Sensitivity**

*Some religious people/faiths will see some family structures as a preferred way of living. British law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to.*

## **7. Collective Worship and School Values**

All maintained schools must provide a daily assembly for registered pupils and at Churchfields Infants' School, we consider these a hugely valuable and powerful time for collective reflection and learning, and an opportunity to make meaningful links with our RHE curriculum. As a school, we hold an assembly for Key Stage 1 children each day. This offers further opportunities for inclusion, and for our children and staff to come together to reflect on: current and prior learning; school values; important celebrations and events throughout the calendar year; and the meaning of beliefs and values held in the wider community, concerning matters of ethical and philosophical importance of significance to people.

In our assemblies we encourage the children to:

- reflect on their own values and beliefs as well as those of others;
- develop a community spirit, a common ethos and shared values;
- learn about the main tenets and rituals of the main world faiths;
- consider spiritual and moral issues;
- learn about changes in the natural world throughout the year; and learn about current and relevant events and how they affect our community and others around the world.

## **8. Safeguarding**

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues arising as part of RSHE, will be dealt with in line with it. The aim of including safeguarding within the syllabus is to develop the necessary consistent, age-appropriate and fact-based vocabulary in order to report any concerns of abuse including, physical, emotional, sexual and neglect.

## **9. Equality**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014). Schools must not unlawfully discriminate against pupils or allow children to be bullied because of any of the Protected Characteristics. These include age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

At Churchfields Infants' School we celebrate difference and diversity. As detailed in our Equality Policy, the bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep our school a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

This policy is based on the following advice from the Department for Education (DfE):

- the Equality Act 2010
- the Public Sector Equalities Duty (2014)
- the National Curriculum

## **10. Teaching and Learning**

At Churchfields Infants' School, we pride ourselves on providing children with a wide and varied curriculum and on our ability to enable children to make links between curriculum subjects so that they learn and remember more. Although some of our RSHE teaching may happen as standalone lessons, in order for it to have the most impact, we aim to develop links across the curriculum. For example, health and well-being may link to our PSHE or Science curriculums and many RSHE areas may be supported by our themed assemblies and Values teaching. There may also be common themes that occur in our Philosophy work or that arise through the Literacy work based around selected high quality texts or stimuli. Our school motto of "Growing together, every day in every way" is supported by our teaching of RSHE as we encourage children to grow as parts of families and communities.

RSHE will be taught by class teachers and for the majority of time in class groups. Where necessary, children may cover some of the RSHE curriculum in smaller groups. It is highly likely that the teaching of RSHE will generate questions from and discussion with the children. It is the responsibility of all staff to ensure that responses should be evidence based, age appropriate, based on the law and sensitive to the needs of children. Home and School Partnership and communication and an understanding of the school's approach to safeguarding disclosures is important. If it is deemed necessary, parents may be informed of a child's question that staff are unable to answer. It would then be their responsibility to respond as they see appropriate.

### **Syllabus**

Churchfields Infants' School has chosen to follow the recognised Redbridge syllabus for Key Stage One. A copy of this can be found in Appendix 3.

### **Schemes of Work**

Each Year group teaches the full syllabus for their year group across the academic year. The Schemes of Work are designed so that part of each of the three strands are taught each term. However, teachers must be flexible in this and meet need as it arises. For example, current affairs or local event or incidents may impact on when certain themes are taught. This may vary from year to year. The Schemes of Work can be found in Appendix 4.

### **Resources**

We use a range of age-appropriate resources to support the teaching of RSHE in Key Stage 1. A range of books, stories, videos, slideshows, toys, games, discussion prompts and activities make the lessons engaging and memorable. Some examples of these resources can be seen in Appendix 5

## **11. Expectations and Principles**

### **We work in partnership with families and expect parents and carers to:**

- familiarise themselves with the content of the Key Stage 1 RSHE syllabus and raise any concerns in an appropriate way in accordance with the Parent Conduct policy
- support the legal requirements of school to teach about all of the Protected Characteristics outlined in the Equality Act 2010 and the Public Sector Equalities Duty (2014)

### **Emotional Well-being**

For children to achieve their best, they need to feel safe, valued and motivated. In order to achieve this, staff will:

- demonstrate sensitivity towards children's individual needs and circumstances when teaching RSHE
- Treat all children and families with dignity and respect, regardless of their cultural or religious beliefs

### **Special Needs**

Children with SEND will follow the RSHE syllabus at a developmentally appropriate level. If the need arises to teach about issues that go beyond our legal framework, parents will be informed and wholly involved in the process. Each child's needs will be considered on an individual basis.

### **Training**

All staff will receive training on implementing this policy and delivering the RSHE curriculum at our school. This may be internal training, but if opportunities arrive, staff will be encouraged to participate in borough or national training. This may take the form of relevant DfE pre-recorded virtual modules.

### **Recording and Monitoring**

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RSHE lead to review, discuss and develop CPD opportunities where appropriate. SLT will be involved in the process of delivering RSHE across the school, evaluating its effectiveness and considering how it supports our School Development Plan. This RSHE policy will be reviewed by the Headteacher and full governing board every 2 years. At each review, the policy will be approved by the Headteacher.

## **12. Roles and Responsibilities**

### **The Governing Board**

The governing board is responsible for:

- attending any relevant borough or national governor training on RSHE
- familiarising themselves with the Key Stage 1 syllabus and the school's Schemes of Work as set out in this policy
- familiarising themselves with the legal documentation associated with this policy
- reviewing this RSHE policy in conjunction with the Headteacher
- monitoring this policy's effectiveness and holding the Headteacher to account for its implementation.

### **Headteacher**

The Headteacher is responsible for:

- supporting the staff in delivering the best quality RSHE, as set out in this policy, that they can.
- reviewing this RSHE policy in conjunction with the Governing Board.
- approving this policy.
- monitoring how staff implement this policy.

### **Staff**

Staff are responsible for:

- familiarising themselves with the legal documentation associated with this policy.
- familiarising themselves with the RSHE syllabus and the school's schemes of work mentioned in this policy.
- teaching RSHE in accordance with this policy.
- monitoring the needs and learning of children and adapt teaching as necessary.
- raising any concerns with the RSHE lead before approaching Senior Management.
- working with parents and local communities wherever possible and in a way which support the school's ethos of inclusion and diversity.

### **Parents**

Parents are expected to:

- familiarise themselves with the legal documentation associated with this policy
- support the legal requirements of school to teach about all of the Protected Characteristics outlined in the Equality Act 2010 and the Public Sector Equalities Duty (2014)
- familiarise themselves with the content of the Key Stage 1 RSHE syllabus and the school's Schemes of Work mentioned in this policy and raise any concerns in an appropriate way in accordance with the Parent Conduct policy
- support the school in implementing this policy effectively

### **Pupils**

Pupils are expected to:

- treat each other with respect and dignity
- listen to the opinions of others



- demonstrate an age appropriate level of responsibility for looking after themselves and others

### **13. Links with other Policies**

This RSHE policy is linked to the following policies and documents:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality Policy
- Behaviour Policy
- Science Policy
- PSHE policy
- Health and Safety Policy
- PE Policy

## **Appendix 1**

- Copy of letters sent to parents from Redbridge
- Results of consultation

People Directorate

Colin Stewart

Operational Director - Education and Inclusion

Lynton House, 255-259 High Road,  
Ilford, Essex IG1 1NN

Date: 20 January 2021

**Relationship Sex and Health Education Parent Consultation rescheduled**

Dear families,

I hope this letter finds you well.

Having undertaken three of the planned virtual Wave 1 Parent Consultations, as outlined in the Letter from Danielle on 15<sup>th</sup> December 2020, last week I have decided to reschedule the remaining meetings.

I am aware that the RSHE curriculum is one which deserves time and consideration to be implemented effectively within our schools in Redbridge.

Danielle and I have remained clear with our vision and intent to ensure that the consultation process is effective and productive in working together with stakeholders including families. Due to the current social climate because of the National Pandemic and therefore the related impacts upon the community that this has caused, I feel it is the right decision to reschedule the consultation to later in the year when I hope to be able to proceed with face to face meetings as per our preferred and initial plans.

For all schools that were due to have virtual meetings in the coming weeks these will no longer go ahead.

I continue to invite you to share your feedback and comments using the feedback form regarding the draft syllabus which can be accessed via the links below.

Link for feedback form: <http://bit.ly/37jfx7R>

Link for documents: <https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=FNHLao0KNT8>

Kind regards,

**Colin Stewart**

**Operational Director – Education and Inclusion**

Education and Inclusion

**Danielle Vorley,  
RSHE adviser**

Lynton House,  
255-259 High Road, Ilford, IG1  
1NN

Please reply to:  
[danielle.vorley@redbridge.gov.uk](mailto:danielle.vorley@redbridge.gov.uk)

Date: 26<sup>th</sup> May 2021

**IF YOU NEED SUPPORT IN READING/TRANSLATING THIS LETTER PLEASE CONTACT YOUR SCHOOL.**

**Update on scheduled Relationships, Sex and Health Education**

Dear families,

I hope this letter finds you well.

We are pleased to inform you that Draft 3 of the Relationship, Sex and Health Education syllabus that has been reviewed to reflect feedback from parents via and the online feedback form, working party groups and feedback shared from parents following the initial (cancelled) virtual consultations, Draft 3 can be accessed via the link [here](#).

Please continue to offer feedback to this syllabus directly to the Local Authority via the feedback [form](#).

Your school may be using the syllabus to guide their decision about delivery of RSHE content in your child's school. This will be shared through school led parent consultations (Wave 2) and included within your school RSHE policy.

Your school will communicate directly to parents about their individual school consultation.

Attached is an infographic to highlight some of the key actions reflected in draft 3. Further findings will be available to read in the impact report when shared.

Kind regards,

Danielle Vorley

## **Appendix 2**

- Covering letter for parents (Please see the covering letter attached with this email.
- Parent questionnaire (Please see the questionnaire attached with this email)
- Parent meeting notes (These will be added after any meetings held)

**Appendix 3**  
**Churchfields Infants' School**



**Relationship and Health Education Syllabus**

April 2021

# Year One



In Year One, Relationship and Health Education complements the Year One PSHE curriculum. By the end of Year One all children will have covered the outcomes below in a way we feel is age-appropriate. Sessions are planned using PSHE resources and also as part of other aspects of the curriculum (e.g. Science and PE).

Learning outcomes are shared with children in a way they understand.

Our RHE curriculum ensures that children leave Year One with a strong sense of belonging, respect for themselves and others, an understanding of similarities and differences, identity, body parts (including which parts are private), and positive and safe relationships. Relationship Education also provides a safe space for children to freely discuss issues with trusted adults.

## Concepts/Themes and Key Questions for planning

<p><b><u>Relationships</u></b></p> <p>Our Friendships, Families and Identity</p> <p><b>DfE Strands:</b>  <i>Families and people who care for me  Caring friendships  Respectful relationships</i></p>	<p><b><u>Social Skills and Safeguarding</u></b></p> <p>Our Social Skills, Feeling Safe and Respect</p> <p><b>DfE Strands:</b>  <i>Caring friendships  Being safe  Online relationships</i></p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Our Health and Understanding Mental and Physical Wellbeing</p> <p><b>DfE Strands:</b>  <i>Health and Prevention  Mental wellbeing  Physical health and fitness  Internet safety and Harm</i></p>
<p><b><u>Belonging</u></b></p> <p>What people, places and objects offer you a sense of belonging?</p>	<p><b><u>Honesty and Truthfulness</u></b></p> <p>Why might a child not tell the truth?  What happens if we think we have made the wrong choice?  What are secrets?</p>	<p><b><u>Hygiene</u></b></p> <p>What is a toothbrush?  When do we brush our teeth?  How do we wash our hands?</p>

<b>Identity, Similarities and Differences</b> What makes you feel special? How are other children similar or different to you?	<b>Boundaries of Play</b> How does it feel if you do not have a friend? Can you force others to play your games? How can you show your enjoyment of a game? What about if you don't enjoy it? How can you tell somebody 'no'?	<b>Physical Health</b> What does exercise do for our bodies?
<b>Making Choices</b> How do you feel when you must choose something you don't like very much? How do you make choices? Which choices do you make each day?	<b>Turn Taking</b> Can you show me what taking turns/ kindness/ friendship looks like? When might you need to take turns?	<b>Worries and Feelings</b> Which emotions might make you feel good? Which emotions might make you feel bad? What might a child in Year One worry about?
<b>Empathy and Friendship</b> How do you know you are being a good friend? Why would others want to be friends with you? What do you like about your friends? Why might your friends sometimes be sad?	<b>Trusted Adults and Looking After Myself</b> Who can you ask for help? When is it OK for an adult to touch you? Who are your trusted grown-ups? What is a stranger?	
<b>Family</b> Have we read any books that have a family in them? Who is in your family? Who looks after you?		



<b>Kindness</b> What does kindness look like? Has anyone been kind to you? How does it feel to be kind?		
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## End of Year Outcomes

Children discuss and learn:

<b><u>Relationships</u></b> Our Friendships, Families and Identity  <b>DfE Strands:</b> <i>Families and people who care for me</i> <i>Caring friendships</i> <i>Respectful relationships</i>	<b><u>Social Skills and Safeguarding</u></b> Our Social Skills, Feeling Safe and Respect  <b>DfE Strands:</b> <i>Caring friendships</i> <i>Being safe</i> <i>Online relationships</i>	<b><u>Health and Wellbeing</u></b> Our Health and Understanding Mental and Physical Wellbeing  <b>DfE Strands:</b> <i>Health and Prevention</i> <i>Mental wellbeing</i> <i>Physical health and fitness</i> <i>Internet safety and Harm</i>
<b>R1.</b> What makes them special (this can include culture, religion, race etc.)	<b>Ss1.</b> What is and is not telling the truth	<b>Hw1.</b> That dental hygiene is good for their health
<b>R2.</b> Common characteristics of family life (care, spending time together, protection)	<b>Ss2.</b> To understand the importance of turn taking	<b>Hw2.</b> That they would wash their hands to prevent germs spreading
<b>R3.</b> That families can provide love and safety	<b>Ss3.</b> What secrets are	<b>Hw3.</b> How to protect their skin from unsafe exposure to the sun
<b>R4.</b> What makes them feel happy and safe with their family	<b>Ss4.</b> That their main body parts covered by their underwear/pants are private)	<b>Hw4.</b> To name a variety of emotions and how they make them feel and act
<b>R5.</b> How to be a good friend and to ask for help if they are finding it difficult to make or maintain friendships	<b>Ss5.</b> That their body parts covered by pants/underwear belong to them	<b>Hw5.</b> What exercise is and how being active benefits their mind

<b>R6.</b> What is kind and unkind behaviour and how kindness makes them feel	<b>Ss6.</b> To understand public vs. private (e.g. hygiene routines, using the toilet, clothing)	<b>Hw6.</b> That a sense of belonging can impact on their identity
<b>R7.</b> How to build new friendships in safe settings	<b>Ss7.</b> Who their trusted grown-ups are	<b>Hw7.</b> What exercise is and how being active benefits their body
<b>R8.</b> How to make others feel welcomed and not excluded	<b>Ss8.</b> To identify boundaries of play for different children	<b>Hw8.</b> The positives of having screen free time
<b>R9.</b> That their choices can impact the emotions of them and others	<b>Ss9.</b> To understand personal space	<b>Hw9.</b> How and why to tell a trusted adult about an online worry
<b>R10.</b> To celebrate and share their similarities and differences (hobbies, race, religion, culture, interests)	<b>Ss10.</b> That being online is fun but sometimes they might see or hear something that worries them	
<b><u>End of Year Skills:</u></b> <ul style="list-style-type: none"> <li>• Maintain</li> <li>• Recognise</li> <li>• Identify</li> <li>• Ask and listen</li> <li>• Observe</li> <li>• Share</li> </ul>		

### **Opportunities to review the impact of learning:**

- Pupil voice about learning
- Class charters/rules
- Quizzes
- Observations of play
- Through reading as a group
- During free flow activities
- AfL in class
- Any recorded work produced



# Year Two

In Year Two, Relationship and Health Education complements the Year Two PSHE curriculum. By the end of Year Two all children will have covered the outcomes below in a way we feel is age-appropriate. Sessions are planned using PSHE resources and also as part of other aspects of the curriculum (e.g. Science and PE).

Learning outcomes are shared with children in a way they understand.

Our RHE curriculum ensures that children leave Year Two with a strong sense of belonging, respect for themselves and others, an understanding of similarities and differences, identity, body parts (including proper names), and positive and safe relationships. Relationship Education also provides a safe space for children to freely discuss issues with trusted adults.

## Concepts/Themes and Key Questions for planning

<p><b><u>Relationships</u></b></p> <p>Our Friendships, Families and Identity</p> <p><b>DfE Strands:</b>  <i>Families and People who care for me  Caring friendships  Respectful relationships</i></p>	<p><b><u>Social Skills and Safeguarding</u></b></p> <p>Our Social Skills, Felling Safe and Respect</p> <p><b>DfE Strands:</b>  <i>Being safe  Online relationships  Respectful relationships</i></p>	<p><b><u>Health and Wellbeing</u></b></p> <p>Our Health and Understanding Mental and Physical Wellbeing</p> <p><b>DfE Strands:</b>  <i>Health and Prevention  Mental wellbeing  Physical health and fitness  Internet safety and Harm  Healthy Eating</i></p>
<p><b><u>Families</u></b></p> <p>How does your family show they care?  Can families look different?  Which things do you do with your family?</p>	<p><b><u>Courtesy, Manners and Kindness</u></b></p> <p>What are manners?  What can you do if you see someone else be kind or unkind?  What does good listening mean?  How does showing kindness make you feel?</p>	<p><b><u>Health</u></b></p> <p>What might exercise look like for you?  What food/s can be a healthy choice for your mind and body?  Why is handwashing important?</p>

	When have you seen someone being kind? When might you?	
<b>Empathy and Friendship</b> How does your friend know you are being kind? What can you do if you have had an argument with your friend?	<b>Permission</b> What examples can you share of times that you might need to ask a grown-up for permission? Why do you have to ask permission to do things?	<b>Feelings</b> Who can you talk to if you have a worry? What makes you feel happy/joyful? What can you do if you feel sad/unhappy? What happens if we try hard and persevere? Why is learning sometimes hard?
<b>Identity, Differences and Similarities</b> Can you disagree with someone? Can you change your opinion about something?	<b>Feeling Safe and Bullying</b> Who/What is a stranger? How can you stay safe online? What should you do if someone tries to make you do something that you do not want to do?	

## End of Year Outcomes

Children discuss and learn:

<u>Relationships</u> Our Friendships, Families and Identity	<u>Social Skills and Safeguarding</u> Our Social Skills and Respect	<u>Health and Wellbeing</u> Our Health and Feeling Safe
<b>R1.</b> That spending time with family is an important part of family life	<b>Ss1.</b> That their main body parts covered by their underwear/pants are private	<b>Hw1.</b> That they should tell a trusted grown-up if they feel unhappy or worried
<b>R2.</b> That protection, care and support in times of difficulty are some characteristics of family life	<b>Ss2.</b> That they should tell a trusted grown-up if someone's physical contact makes them feel uncomfortable, unhappy or worried	<b>Hw2.</b> The names of different emotions and how they might make them feel or act (scale of high energy/low energy)
<b>R3.</b> That families might look different for different children	<b>Ss3.</b> That 'secrets' usually have an end (e.g. a surprise birthday party)	<b>Hw3.</b> What benefits their own wellbeing (time outdoors, physical activity, community work, giving to others)
<b>R4.</b> Who are the people that love and care for them?	<b>Ss4.</b> That some people behave differently online compared to face to face	<b>Hw4.</b> What an active lifestyle looks like for children their age and the benefits of it (walking to school, hobbies, PE)
<b>R5.</b> That healthy friendships are kind and welcoming	<b>Ss5.</b> To tell a trusted grown up if someone does or says something online that makes them sad or worried	<b>Hw5.</b> What a healthy diet can include (Eat Well Guide)
<b>R6.</b> That honesty, sharing interests and being respectful are some characteristics of friendship	<b>Ss6.</b> How to respond to being encouraged to do something that makes them feel worried or unsafe (peer pressure)	<b>Hw6.</b> What emergency services are and when to call them
<b>R7.</b> That their friendships might have ups and downs (including the difference between alone and lonely)	<b>Ss7.</b> How to listen to others and share their own opinion/thoughts respectfully	<b>Hw7.</b> Their own personal contact details in case of emergency (e.g. telephone number or address)

<b>R8.</b> To explore stereotypes (occupation, religion, culture, toys, fairy tales) and why some are unfair or negative	<b>Ss8.</b> To understand the importance of seeking adult permission	<b>Hw8.</b> Why and how they should wash their hands to prevent germs spreading
<b>R9.</b> To know how to develop respectful relationships	<b>Ss9.</b> What manners children their age can show	<b>Hw9.</b> That some games and online videos are for grown-ups and older children and how to check for age appropriateness
<b>R10.</b> To identify and share their similarities and differences (hobbies, race, religion, culture, interests)		<b>Hw10.</b> That some household substances are dangerous for children
<b>R11.</b> That words and actions can hurt their feelings and bodies and those of others		
<b><u>End of Year Skills:</u></b> <ul style="list-style-type: none"> <li>• Recognise</li> <li>• Observe</li> <li>• Ask and listen</li> <li>• Describe</li> </ul>		

### Opportunities to review the impact of learning:

- Pupil voice about learning
- Class charters/rules
- Quizzes
- Through reading as a group
- During free choice activities
- AfL in class
- Any recorded work produced

## Appendix 4

### Year One RSHE Scheme of Work (Samples)

Year One – Autumn Term				
Lesson	Learning Outcomes	Key Concepts, Themes and Questions	Resources	Notes
Relationships 4: Kindness	<b>R6:</b> What is kind and unkind behaviour and how kindness makes them feel.	<b>Kindness</b> What does kindness look like? Has anyone been kind to you? How does it feel to be kind?	<ul style="list-style-type: none"> <li><a href="#">Sesame Street: Try a Little Kindness (with Tori Kelly) - YouTube</a></li> <li><a href="#">Kindness by The Juicebox Jukebox - Be Kind Kids Song Childrens Music New World Kindness Day 2021 - YouTube</a></li> </ul>	
Social Skills and Safeguarding 1:	<b>Ss1:</b> What is and is not telling the truth <b>Ss3:</b> What secrets are	<b>Honesty and Truthfulness</b> Why might a child not tell the truth? What happens if we think we have made the wrong choice? What are secrets?	<ul style="list-style-type: none"> <li>"The boy who cried wolf" Story (Powerpoint)</li> <li><a href="#">Thomas &amp; Friends UK ☆Telling The Truth Is Really Important! ☆Life Lesson ☆Cartoons for Kids - YouTube</a></li> </ul>	
S. Skills and Safeguarding 3: Turn	<b>Ss2:</b> To understand the importance of turn taking	<b>Turn Taking</b> Can you show me what taking turns/ kindness/ friendship looks like? When might you need to take turns?	<ul style="list-style-type: none"> <li>"Taking turns" social story</li> </ul>	
Health and wellbeing 2: Hygiene	<b>Hw1:</b> That dental hygiene is good for their health. <b>Hw2:</b> That they should wash their hands to prevent germs spreading	<b>Hygiene</b> What is a toothbrush? When do we brush our teeth? How do we wash our hands?	<ul style="list-style-type: none"> <li><i>Dental Buddy</i></li> <li><a href="#">Healthy living - KS1 PSHE and Citizenship - BBC Bitesize Wobbly Teeth</a></li> <li>"Healthy teeth" PowerPoint</li> </ul>	
Health and wellbeing 4: Worries and Feelings	<b>Hw4:</b> To name a variety of emotions and how they make them feel and act. <b>Hw9:</b> How and why to tell a trusted adult about an online worry.	<b>Worries and Feelings</b> Which emotions might make you feel good? Which emotions might make you feel bad? What might a child in Year One worry about?	<ul style="list-style-type: none"> <li>"Feelings" PowerPoint</li> </ul>	



## Year Two RSHE Scheme of Work (Samples)

Year Two – Spring Term				
Lesson	Learning Outcomes	Key Concepts, Themes and Questions	Resources	Notes
Relationships 2: Family	<p><b>R1:</b> That spending time with family is an important part of family life</p> <p><b>R2:</b> That protection, care and support in times of difficulty are some characteristics of family life</p> <p><b>R3:</b> That families might look different for different children</p> <p><b>R4:</b> who are the people that love and care for them?</p>	<p><b>Families</b></p> <p>How does your family show they care? Can families look different? Which things do you do with your family?</p>	<ul style="list-style-type: none"> <li>• “Belonging in my family” Powerpoint and activities</li> <li>• “The great big book of families” book</li> <li>• “A handful of buttons” Book about family diversity</li> </ul>	
Social Skills and Safeguarding 1: Courtesy, Manners and	<p><b>Ss7:</b> How to listen to others and share their own opinion/thoughts respectfully</p> <p><b>Ss9:</b> What manners children their age can show</p>	<p><b>Courtesy, Manners and Kindness</b></p> <p>What are manners? What can you do if you see someone else be kind or unkind? What does good listening mean? How does showing kindness make you feel? When have you seen someone being kind? When might you?</p>	<ul style="list-style-type: none"> <li>• “Being kind” lesson pack</li> <li>• “Starry eyed stan” story</li> <li>• “Being a Team” Unit pack (lessons include kindness, bullying and teasing)</li> </ul>	
Health and wellbeing 3: Emergency	<p><b>Hw6:</b> What are emergency services and when to call them</p> <p><b>Hw7:</b> Their own personal contact details in case of emergency (e.g. telephone number or address)</p>	<p><b>Emergency</b></p> <p>What is an emergency? Who can help in an emergency?</p>	<ul style="list-style-type: none"> <li>• Emergency fairy tales Link</li> <li>• “How to make an emergency phone call”</li> <li>• “People who help us” PowerPoint</li> <li>• “Emergency service scenarios”</li> </ul>	

## Appendix 5

### Sample of resources

