

# Relationships, Sex and Health Education (RSHE), Personal, Social, Health and Economic Education (PSHE), Safeguarding across the School and Curriculum Policy 2023-2024



NOVEMBER 2023

Department for Education (DFE) RSHE - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

*'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why Relationships Education is compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'*

*Our guiding principles have been that all of the compulsory subject content must be age appropriate and developmentally appropriate. It must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need of the law. We are clear that parents and carers are the prime educators for children on many of these matters. Schools complement and reinforce this role and have told us that they see building on what pupils learn at home as an important part of delivering a good education.*

*We are determined that the subjects must be deliverable and give schools flexibility to shape their curriculum according to the needs of their pupils and communities.*

*In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.*

*At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex. Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise. All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society.*

*Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This should be complemented by development of personal attributes including kindness, integrity, generosity, and honesty. We have endeavoured to ensure the content is proportionate and deliverable. Whilst we are not mandating content on financial education or careers, we want to support the high-quality teaching of these areas in all schools as part of a comprehensive programme, which complements the national curriculum where appropriate and meets the ambitions of the Careers Strategy. We know that many schools will choose to teach the compulsory content within a wider programme of Personal, Social, Health and Economic Education or similar. Schools are encouraged to continue to do so, if this is right for them, and build on established, high quality programmes. These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society'.*

Throughout the Woodsetton School we have an ethos and commitment to ensure our school community is safeguarded and that everyone has the skills and knowledge to contribute and feel safe.

As a School we also have a clear set of values:

### **Our School Motto**

Every pupil matters ... every moment counts

### **Our Mission and Intent**

To prepare every pupil for each stage of their life by providing a safe, supportive environment in which the strengths they possess can be built upon to achieve their full potential.

AIM - To be **ambitious** and **inclusive** while still providing a **meaningful** curriculum and educational experience.

### **Our Ethos**

Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. Over time we aim to equip our pupils with the skills, knowledge and positive attitudes that will enable them to have enquiring minds, become self-motivated and independent life-long learners and have fulfilling and productive lives where they can flourish and succeed.

### **Our Values**

At Woodsetton, we aim to provide a happy, caring and stimulating learning environment where children and adults feel safe and valued. Our whole philosophy is based around the teaching of children in a manner that can prepare them for the wider world beyond Woodsetton. We therefore model and embed the following characteristics in all that we do.

Honesty	Happiness	Respect	Kindness
Encouragement	Equality	Responsibility	Patience
Determination	Exploration	Independence	Confidence
Friendship			

## **Safeguarding**

**Keeping Children Safe in Education 2023 refers to Safeguarding as the following:**

*Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:*

- *protecting children from maltreatment;*
- *preventing impairment of children's mental and physical health or development;*
- *ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and*

- *taking action to enable all children to have the best outcomes.*

Safeguarding is embedded in all aspects of Woodsetton School life. As pupils have high levels of vulnerability resulting from their additional needs, a high level of vigilance is implemented. Rigorous, ongoing training equips all staff to recognise signs of possible risk and they act upon these quickly and appropriately.

However, at the heart of this ethos is that all children, no matter of their need should be able to indicate if they sense that something shouldn't be happening to them and ask for help.

In order to do this, pupils are taught to keep themselves as safe as possible and this is central to curriculum planning and delivery. The curriculum is designed to enable pupils to be taught about specific safeguarding subjects including healthy relationships, supporting emotional and mental health, e-safety and preventing radicalization. To support pupils who find it challenging to learn, retain and/or generalise information these topics are revisited on a regular basis through lessons, PSHE and whole school and group assemblies.

Parents and carers are also paramount to this process. Regular workshops and meetings, including EHCP Annual Reviews, share information with our families, and this helps to facilitate a continuation of learning into the pupil's homes and the wider community. There is a foundation of mutual trust and respect within Woodsetton School, with pupil's dignity and care needs being central to all that we do.

Pupils with complex needs may need high levels of support to move, toilet and feed themselves and we adhere to safe working practices to minimise risk and maximise trust and dignity for our pupils. For example, pupils who require intimate and/or medical care have a plan which is discussed and signed with parents and extensive training takes place for staff familiar to the pupils to support, hoist, lift and handle, and administer medication.

### **The Legal Context**

These duties are set out in the **2002 Education Act** (the **2010 Academies Act** also refers to the broad and balanced curriculum). Schools also have statutory responsibilities in relation to promoting pupil well-being and pupil safeguarding (**Children Act 2004**) and community cohesion (**Education Act 2006**). The **Equality Act 2010** also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

It is important to know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime

- female genital mutilation (FGM)

### **Keeping Children Safe in Education 2023 states:**

*Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.*

All schools have responsibilities relating to the safety of children in their care. Paragraph 94 onwards of this document's states that:

*Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety (paragraph 128), and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed (Paragraphs 198-201). Schools should consider all of this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools). The statutory guidance can be found here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>*

*The Department has produced a one-stop hub for teachers which can be accessed here: [Teaching about relationships sex and health \(Gov.uk\)](#). This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.*

When teaching safeguarding, especially **Relationship, Sex and Health Education**, schools must have regard to statutory guidance from the Department for Education (July 2020: Relationships education relationships and sex education (RSE) and health education) which recognises good practice guidance from the PSHE Association and the Sex Education Forum. For a specialist setting such as Woodsetton School, staff attend specialist training to address this area and work with pupils in small groups and or on an individual basis depending on pupil's ability and needs.

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. As a school we are free to determine how to deliver the content set out in this guidance, in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of a manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme or lessons. Teaching will include sufficient well-chosen and often practical opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

### **Pupils with special educational needs and disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. Woodsetton School is mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration when designing and teaching these subjects. At our school there is a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

### **Religious Education**

Woodsetton School is non-denominational and has a diverse ethnic and religious population. As such our religious education and assemblies include learning about different beliefs and festivals and provide opportunity to address many of the specific safeguarding issues listed below.

### **Lesbian, Gay, Bisexual and Transgender (LGBT).**

In teaching Relationships Education and RSE, we ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. We ensure that we comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics. All Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which we feel it is appropriate to teach our pupils about LGBT, we would ensure that this content is fully integrated into our programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. As a school we are free to determine how we do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

### **The Online World**

At The Woodsetton School we are aware that for many young people the distinction between the online world and other aspects of life is less marked than for some adults. Our children often operate very freely in the online world and by secondary school age some of them are likely to be spending a substantial amount of time online. Where topics and issues outlined in this guidance are likely to be encountered by pupils online, we will take this into account when planning how to support our children in distinguishing between different types of online content and making well-founded decisions.

The internet and social media have important characteristics which young people should be aware of. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face-to-face situations, and some users present highly exaggerated profiles of themselves online. Some platforms attract large numbers of users and young people should be aware that certain websites may share personal data about their users, and information collected on their internet use, for commercial purposes (i.e. to enable targeted advertising). In addition, criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. We will take these factors into account when planning teaching of these subjects and consider the overlap with our wider curriculum to ensure pupils know how to keep themselves and their personal information safe.

### **Menstruation**

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils will be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health as well as being supported by staff within school when going through this process, including with requests for menstrual products.

### **Relationships Education - Primary**

The focus in primary school is on teaching the building blocks and characteristics of positive relationships, focusing on friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. We teach our children throughout the school day to take turns, treat each other with kindness, give consideration and respect, and know the importance of honesty and truthfulness as well as beginning to teach the concept of personal privacy. This will in turn help them to recognise any less positive relationships when they encounter them.

As children progress, we will address online safety and appropriate behaviour in a way that is relevant to pupils' lives.

Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

In school we will help pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing. Through Relationships Education (and RSE), we will teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong.

### **Sex Education - Primary**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It will be Woodsetton School to determine whether we cover any additional content on sex education to meet the needs of our pupils.

The Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Should we choose to teach elements of sex education, we will allow parents a right to withdraw their child – see below.

### **Physical health and mental wellbeing: Primary**

The focus in primary school will be on teaching the characteristics of good physical health and mental wellbeing. Mental wellbeing is a normal part of daily life, in the same way as physical health. This starts with our pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid and getting the support of the appropriate emergency services.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. Pupils should be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Later on, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

### **How do Woodsetton School address specific RSHE and Safeguarding issues within the Whole School Curriculum and what is the Content / Scheme of Work we follow.**

Teaching pupils to keep themselves safe, and promoting resilience and independence is integral to all curriculum practise. Below are identified areas taught within the curriculum, which are differentiated to meet the needs of individual pupils. In addition, as situations arise, these are seen as opportunities to further develop knowledge and skills. Safeguarding is promoted in assemblies, through council meetings, through PSHE and RSHE sessions, via surveys and questionnaires and by staff modelling good practise. We are adopting the Jigsaw PSHE Programme for 2023/2024 which will be used throughout school in all PSHE/RSHE Lessons.

We therefore focus on six main elements which are delivered through the six main coloured areas of the JIGSAW PSHE Programme:

**1. Relationships and Sex Education (RSE)**

**2. Keeping Safe**

**3. Physical Health, Mental Health and Well-being**

**4. Wishes and Feelings**

**5. The World we live in**

**6. Rights and Responsibilities**

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Age Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3-5	<ul style="list-style-type: none"> <li>• Self-Identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom Being gentle</li> <li>• Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying talents</li> <li>• Being special</li> <li>• Families</li> <li>• Where we live</li> <li>• Making friends</li> <li>• Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges</li> <li>• Perseverance</li> <li>• Goal-setting</li> <li>• Overcoming obstacles</li> <li>• Seeking help</li> <li>• Jobs</li> <li>• Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>• Exercising Bodies</li> <li>• Physical activity Healthy food</li> <li>• Sleep</li> <li>• Keeping clean</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Family Life</li> <li>• Friendships</li> <li>• Breaking friendships</li> <li>• Falling out</li> <li>• Dealing with bullying</li> <li>• Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>• Bodies</li> <li>• Respecting my body</li> <li>• Growing up</li> <li>• Growth and change</li> <li>• Fun and fears</li> <li>• Celebrations</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud</li> <li>• Consequences</li> <li>• Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Understanding bullying and knowing how to deal with it</li> <li>• Making new friends</li> <li>• Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>• Setting goals Identifying successes and achievements</li> <li>• Learning styles</li> <li>• Working well and celebrating achievement with a partner</li> <li>• Tackling new challenges</li> <li>• Identifying and overcoming obstacles</li> <li>• Feelings of Success</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Healthier lifestyle choices</li> <li>• Keeping clean</li> <li>• Being safe</li> <li>• Medicine safety /safety with household items</li> <li>• Road safety</li> <li>• Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends/being a good friend</li> <li>• Physical contact preferences</li> <li>• People who help us</li> <li>• Qualities as a friend and person</li> <li>• Self-acknowledgement</li> <li>• Being a good friend to myself</li> <li>• Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles – animal and human</li> <li>• Changes in me</li> <li>• Changes since being a baby</li> <li>• Differences between female and male bodies (correct terminology)</li> <li>• Linking growing and learning</li> <li>• Coping with change Transition</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• Hopes and fears for the year</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Safe and fair learning environment</li> <li>• Valuing contributions</li> <li>• Choices</li> <li>• Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Assumptions and stereotypes about gender</li> <li>• Understanding bullying</li> <li>• Standing up for self and others</li> <li>• Making new friends</li> <li>• Gender diversity</li> <li>• Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>• Achieving realistic goals</li> <li>• Perseverance</li> <li>• Learning strengths</li> <li>• Learning with others</li> <li>• Group co-operation</li> <li>• Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Healthier choices</li> <li>• Relaxation</li> <li>• Healthy eating and nutrition</li> <li>• Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of family</li> <li>• Physical contact boundaries</li> <li>• Friendship and conflict</li> <li>• Secrets</li> <li>• Trust and appreciation</li> <li>• Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Life cycles in nature</li> <li>• Growing from young to old</li> <li>• Increasing independence</li> <li>• Differences in female and male bodies (correct terminology)</li> <li>• Assertiveness</li> <li>• Preparing for transition</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Setting personal goals</li> <li>• Self-identity and worth</li> <li>• Positivity in challenges</li> <li>• Rules, rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• Responsible choices</li> <li>• Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Families and their differences</li> <li>• Family conflict and how to manage it (child-centred)</li> <li>• Witnessing bullying and how to solve it</li> <li>• Recognising how words can be hurtful</li> <li>• Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and trying to overcome obstacles</li> <li>• Evaluating learning processes</li> <li>• Managing Feelings</li> <li>• Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise Fitness challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it's important online and offline scenarios</li> <li>• Respect for myself and others</li> <li>• Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>• Family roles and responsibilities</li> <li>• Friendship and negotiation</li> <li>• Keeping safe online and who to go to for help</li> <li>• Being a global citizen</li> <li>• Being aware of how my choices affect others</li> <li>• Awareness of how other children have different lives</li> <li>• Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>• How babies grow</li> <li>• Understanding a baby's needs</li> <li>• Outside body changes Inside body changes</li> <li>• Family stereotypes</li> <li>• Challenging my ideas</li> <li>• Preparing for transition</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> </ul>	<ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Overcoming disappointment</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> </ul>	<ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> </ul>

	<ul style="list-style-type: none"> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving Identifying how special and unique everyone is</li> <li>• First Impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Memories of loved ones</li> <li>• Getting on and Falling</li> <li>• Out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition Environmental change</li> </ul>
9-10	<ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice</li> <li>• Participating</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul>
10-11	<ul style="list-style-type: none"> <li>• Identifying goals for the year</li> <li>• Global citizenship</li> <li>• Children’s universal rights</li> <li>• Feeling welcome and valued</li> <li>• Choices, consequences and rewards</li> <li>• Group dynamics</li> <li>• Democracy, having a voice</li> <li>• Anti-social behaviour</li> <li>• Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptions of normality</li> <li>• Understanding disability</li> <li>• Power struggles</li> <li>• Understanding bullying</li> <li>• Inclusion/exclusion</li> <li>• Differences as conflict, difference as celebration</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Personal learning goals, in and out of school</li> <li>• Success criteria</li> <li>• Emotions in success</li> <li>• Making a difference in the world</li> <li>• Motivation</li> <li>• Recognising achievements Compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Taking personal responsibility</li> <li>• How substances affect the body</li> <li>• Exploitation, including ‘county lines’ and gang culture</li> <li>• Emotional and mental health Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Identifying mental health worries and sources of support</li> <li>• Love and loss</li> <li>• Managing feelings</li> <li>• Power and control</li> <li>• Assertiveness</li> <li>• Technology safety</li> <li>• Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>• Self-image</li> <li>• Body image</li> <li>• Puberty and feelings</li> <li>• Conception to birth</li> <li>• Reflections about change</li> <li>• Physical attraction</li> <li>• Respect and consent</li> <li>• Boyfriends/girlfriends</li> <li>• Sexting</li> <li>• Transition</li> </ul>

**Additional Opportunities / Training and Drop-Down Days to deliver and support RSHE and Safeguarding**

This is in addition to Long Term and Mid Term Plans which also deliver key messages throughout the planning.

<p>All about me and Positive Mental Health Body Image and Self-Esteem Resilience Emotions</p>	<ul style="list-style-type: none"> <li>➤ Days and Assembly Themes – Celebrating Diversity, Where do I belong?</li> <li>➤ Positive Role Models – to tie in with Black History Month (October) and People who help us</li> <li>➤ Rewards – in all classrooms. New Whole School Structure was launched in September 2022 and is now embedded.</li> <li>➤ Celebration Assemblies</li> <li>➤ Verbal Praise and Recognition</li> <li>➤ Yoga, Relaxation time, Mindfulness activities</li> <li>➤ Pupil Voice</li> </ul>
<p>Role of Family and Friends Relationships including RSE The Role of the Parent / Carer</p>	<ul style="list-style-type: none"> <li>➤ Getting on and Falling out, Being kind.</li> <li>➤ To tie in with Anti-Bullying Week in November. Odd Socks Day celebrating similarities and differences.</li> <li>➤ Also covered in assemblies, Code of Conduct, RSHE and Friendships, Helping each other, ICT and E-Safety, within the playground as well as daily in classrooms when needed</li> <li>➤ Focus on good touch and negative touch as well as private and public body parts as well as consent</li> <li>➤ Weekly through photographs from home</li> <li>➤ Support through School Health</li> </ul>
<p>Kindness</p>	<ul style="list-style-type: none"> <li>➤ Random Acts of Kindness in February</li> <li>➤ Celebration assembly Kindness award</li> <li>➤ RE Curriculum and Forgiveness</li> </ul>
<p>Marriage including Forced Marriage and Honour Based Abuse</p>	<ul style="list-style-type: none"> <li>➤ National Marriage Week which also looks at commitment, RSE, Marriage Ceremonies, Choices and Consent.</li> </ul>
<p>Children Missing in Education and Fabricated Induced Illness Poverty and Homelessness</p>	<ul style="list-style-type: none"> <li>➤ Use of Daily Registers and Attendance Analysis</li> <li>➤ CPOMS Logs</li> <li>➤ Close Contact with Parents and Carers.</li> <li>➤ Use of Early Help Assessments and Referrals to MASH</li> <li>➤ Family Support Worker in school to support families</li> </ul>



<p>Appropriate / Positive and Negative Touch – Peer on Peer Abuse, Sexual Harassment and Violence Domestic Abuse</p>	<ul style="list-style-type: none"> <li>➤ Use of Home / School Diaries for recording issues with any forms of negative touch.</li> <li>➤ Use of CPOMS for recording with dedicated section.</li> <li>➤ Weekend news with children as well a Pupil Voice, Operation Encompass.</li> <li>➤ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE.</li> <li>➤ Code of Conduct – Kind words and Kind Hands/Feet</li> </ul>
<p>People who help us v Stanger Danger / CSE / CCE / FGM / Slavery and Trafficking / Gang Membership / County Lines / Knife Crime / Parents in Prison</p>	<ul style="list-style-type: none"> <li>➤ Mother’s Day and Father’s Day / International Nurses Day / Red Cross / Armed Services</li> <li>➤ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE.</li> <li>➤ The role of the family and extended family and the role they play.</li> <li>➤ Use of Daily Registers and Attendance Analysis</li> <li>➤ CPOMS Logs</li> <li>➤ Close Contact with Parents and Carers.</li> <li>➤ Use of Early Help Assessments and Referrals to MASH</li> <li>➤ Family Support Worker in school to support families</li> </ul>
<p>Safety in and out of the Home / School Special and Safe Places</p> <p>Safe Travel and Road Safety</p> <p>Privacy and Internet Safety Real v Virtual Friendships</p>	<ul style="list-style-type: none"> <li>➤ Staying Safe work in SOW</li> <li>➤ Use of lanyards within school for identification purposes.</li> <li>➤ Intimate Care Plans, Risk Assessments and PEEPS</li> <li>➤ Safer People Handling Training for Staff as well as MAPA training</li> <li>➤ Fire Safety relating to Bonfire Night</li> <li>➤ Road Safety Week</li> <li>➤ Safe Travel (FGM) – Taught sessions as well as attendance monitoring</li> <li>➤ Safer Internet Day</li> <li>➤ Register of ‘Use of Images’ used in school</li> <li>➤ Social Stories, Mobile Phone Usage in School</li> </ul>
<p>Health and Hygiene</p> <p>Healthy Eating</p> <p>Exercise</p> <p>Effects of Drugs and Smoking</p>	<ul style="list-style-type: none"> <li>➤ Covered in Circle Time, People who help us, Stranger Danger, Appropriate Clothing, Intimate Care and RSHE.</li> <li>➤ Setting up of Daily Routines – Hand washing/ COVID related / after toileting / after play and messy activities</li> <li>➤ School Vaccination Programme</li> <li>➤ Healthy Eating Week in school</li> <li>➤ Use of Canteen and Healthy Meal Planning</li> <li>➤ Use of Playtime Equipment within the school setting. Equipment outside. Staff interaction during unstructured time. Extra-Curricular Clubs and Activities. Use of Wloves Foundation for Coaching.</li> <li>➤ PE Curriculum</li> <li>➤ Link to School Nurse Healthy Living, Science, Social Stories</li> </ul>
<p>The World we live in including British Values and Citizenship Responsibility including crime, the law, breaking the law</p> <p>Radicalisation, Prevent and Extremism</p> <p>Charity Environmental Issues Cultural Celebrations</p>	<ul style="list-style-type: none"> <li>➤ ‘Around the World’ Drop Down Days / MFL days / SOW</li> <li>➤ Trips and Visits to external places of interest</li> <li>➤ Stranger/ Danger Work, British Values, Tolerance and Respect, The World Around Us, Communication and Free Speech (Student Council)</li> <li>➤ Whole School Assemblies / Christmas Plays</li> <li>➤ MFL Days – Celebrations around the World, Creative Arts around the World</li> <li>➤ World Book Day</li> <li>➤ Unacceptable treatment of others (tolerance, physical harm and aggression, prejudice and discrimination including the far right and those affected.</li> <li>➤ Black History Month, Slavery, Trafficking, Holocaust Memorial Day</li> <li>➤ Macmillan Coffee Morning, Harvest Festival, Remembrance Day, Christmas Jumper Day, Jeans for Genes Week, Christian Aid Week, Comic Relief, Children in Need</li> <li>➤ Covered in Science, Geography and Design and Technology as well as Our Community Work</li> <li>➤ Celebration of Diwali / Eid / Holocaust Memorial Day / Bonfire Night (5<sup>th</sup> November) / Chinese New Year / Easter</li> </ul>
<p>Human Rights Democracy</p>	<ul style="list-style-type: none"> <li>➤ Through History and English Curriculum</li> <li>➤ Student Council</li> </ul>
<p>Parental Engagement / Contact</p>	<ul style="list-style-type: none"> <li>➤ Annual Reviews and Parents Evening</li> <li>➤ Early Help Assessment Writing leading to TAF and TAC Meetings</li> <li>➤ Charity Events</li> <li>➤ Parent Hub</li> <li>➤ Drop off and Collection times</li> <li>➤ Home School Diaries</li> <li>➤ Teams Meetings and Phone Calls</li> <li>➤ Class Email</li> </ul>

	<ul style="list-style-type: none"> <li>➤ School Productions / Assemblies / Spring Showcase</li> <li>➤ Makaton Training for Parents</li> </ul>
Staff Supervision	<ul style="list-style-type: none"> <li>➤ Meetings</li> <li>➤ Open door policy</li> <li>➤ Support</li> </ul>
Safeguarding Updates	<ul style="list-style-type: none"> <li>➤ September Safeguarding for all Staff including the reading of KCSIE 2023 and Woodsetton Safeguarding Policy</li> <li>➤ Through 'Woodsetton Workshops Sheets and Staff Testing</li> </ul>

### **Working with parents/carers and the wider community**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Woodsetton we aim to work closely with parents when planning and delivering these subjects. We ensure that parents know what will be taught and when through the publication of this policy online, and clearly communicate the fact that parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Parents are given every opportunity to understand the purpose and content of Relationships Education and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence our curriculum. We feel that we have built a good relationship with parents on these subjects over time by inviting parents into school, addressing any concerns and helping to support parents in managing conversations with their children on these issues. This can be an important opportunity to talk about how these subjects contribute to wider support in terms of pupil wellbeing and keeping children safe. It is important through such processes to reach out to all parents, recognising that a range of approaches may be needed for doing so.

### **Right to be excused from sex education (commonly referred to as the right to withdraw)**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such withdrawal, we would request that parents, staff and, where appropriate, the child, have their points of view listened to and understood to clarify the nature and purpose of the curriculum. Good practice is to discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, except in exceptional circumstances, Woodsetton School will respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

### **Working with external agencies**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with our children.

As with any visitor, we are responsible for ensuring that we check the visitor or visiting organisation's credentials. We will ensure that the teaching delivered by the visitor fits with our planned programme. We will discuss prior to the visit the detail of how the visitor will deliver their session and ensure that the content is age-appropriate and accessible for all of pupils.

The use of visitors will be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.