

WHAT IS RSHE?

RSHE stands for *Relationships, Sex and Health Education*.

RSHE is divided into three key sections, which are in turn divided into sub-sections.

1. **Relationships:** *Family. Friends*
2. **Living in the Wider World:** *Community. On-Line Safety*
3. **Health and Well-Being:** *Mental Health. Physical health. Growing Up*

RSHE supports...

- ✓ The **Equality Act 2010**, including the protected characteristics.
- ✓ HGPS Rationale for **Cultural Capital**
- ✓ HGPS Rationale for **SMSC**, including a better understanding of **British Values**, in particular individual liberty and respect for and acceptance of others.
- ✓ HGPS **Child Protection, Behaviour and Anti-Bullying Policy**.
- ✓ Our Golden Rule: ***Treat others as you wish to be treated.***



Our INTENT for RSHE

RSHE is a key element of our core values and ambitions.

We want every child to...

- ... have their own chance to shine through a **HOLISTIC** and inclusive approach.*
- ... be **EMPOWERED** leaders of their own learning.*
- ... enjoy safe and reciprocal **RELATIONSHIPS**.*
- ...have a sense of belonging through a focus on **FAMILY & COMMUNITY**.*

For our children to grow up and be a successful, educated citizens (**HGPS Rationale for Cultural Capital 2021**), they need to be supported in the development of knowledge, skills and concepts, to ensure they become aware of themselves and others; enjoying success at each point of transition through education and onto adulthood.

A focus on **RSHE** aims to provide children with the opportunities to learn key knowledge, share their thoughts and feelings with others, to reflect on discussions and consider what it means for them.

By the end of EYFS, we expect children to have met in full, the elements of PSED which support the development of positive relationships, including:

- Showing an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Being able to explain the reasons for rules, know right from wrong and try to behave accordingly.
- Work and play cooperatively and take turns with others.
- Show sensitivity to their own and to others' needs.

By the end of Key Stage One, we expect children to:

- Show empathy and respect towards others and an understanding of how their actions can have a positive or negative impact.
- Demonstrate how to keep themselves healthy and safe, including on-line.
- Show good levels of perseverance and display positive attitudes towards their learning.
- Recognise when they have done well and be proud of their achievements.
- Display good levels of support for others and recognise the right thing to do in a range of different situations.

By the end of Key Stage Two, we expect children to:

- Behave with consistently high levels of respect for others and of self-control.
- Consistently have highly positive attitudes and commitment to their education.
- Be highly motivated and persistent in the face of difficulties.
- Actively support the well-being of other pupils.
- Understand how to keep themselves safe in the wider community, including on-line.
- Have a firm understanding of how to look after themselves and keep themselves safe as they mature and move to the next stage of their education: healthy diet, mental well-being, physical activity, body changes.



IMPLEMENTATION

HGPS has adopted the **Sheffield Primary Relationships and Health Education Curriculum**. This has been consulted on widely with a range of different stakeholders across Sheffield. A parent's guide is available on the school website.

Consultation at HGPS concluded that stakeholders were happy with the content and direction of the curriculum but felt that specific sex education should be done during upper key stage two, rather than leaving it until KS3.

Following consultation, it was agreed that HGPS would follow the curriculum as it has been developed but would include the lesson/s Sx2 on sexual reproduction and sexual intercourse in the summer term in Y6. Parents are consulted prior to the lessons being taught in school and have the option to opt out of this unit if they wish.

Where possible, units are linked to other curriculum areas to develop conceptual links and deepen understanding.

- On-Line Safety + Computing
- Physical Health & Growing Up + Science
- Mental Health + Zones of Regulation

Following the 7 units, the lessons are split between each year group as appropriate. Lessons are balanced across each key stage, with specific text and stories to support deeper learning. Lessons from each unit are mostly taught together as a unit but some are spread across the year where appropriate links are made with other subjects.

Lessons may be repeated or consolidated if the teacher feels it is needed to meet the needs of the children; following a relationship issue or event.

Some lessons may require children to produce some form of writing or artwork. Most lessons will be discussion based



IMPACT

RSHE is about personal growth and social maturity.

It is about each individual...

- Gaining a deeper understanding of themselves and others.
- Developing the **knowledge** to make choices and decisions that are right for them.
- Developing the **skills** to enable them to manage a range of situations in an effective and successful way.
- Gaining a sense of responsibility towards themselves and others, to better support future success and happiness.

Specific knowledge content will be assessed through subject links: Science, Computing.

At **EYFS and Key Stage One**, individual progress will be measured through discussions with the class, groups and/or individual. It will be monitored through behaviour and attitudes during learning and play.

SMSC plays an important role in the development of **RSHE**, in particular moral and social development.

Learning through RSHE, children will be supported in their:

- Understanding of the consequences of their behaviour and actions.
- Consideration about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.
- Ability to use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and acceptance of those with different faiths and beliefs.

