

WHAT IS RSHE?

RSHE stands for Relationships, Sex & Health Education. Relationships and Health are usually covered in 'PSHE' lessons, in general everyday classroom learning. In assemblies and sometimes science (e.g. healthy eating)

❖ DfE STATUTORY Relationships Education -

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

❖ DfE STATUTORY Health Education –

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

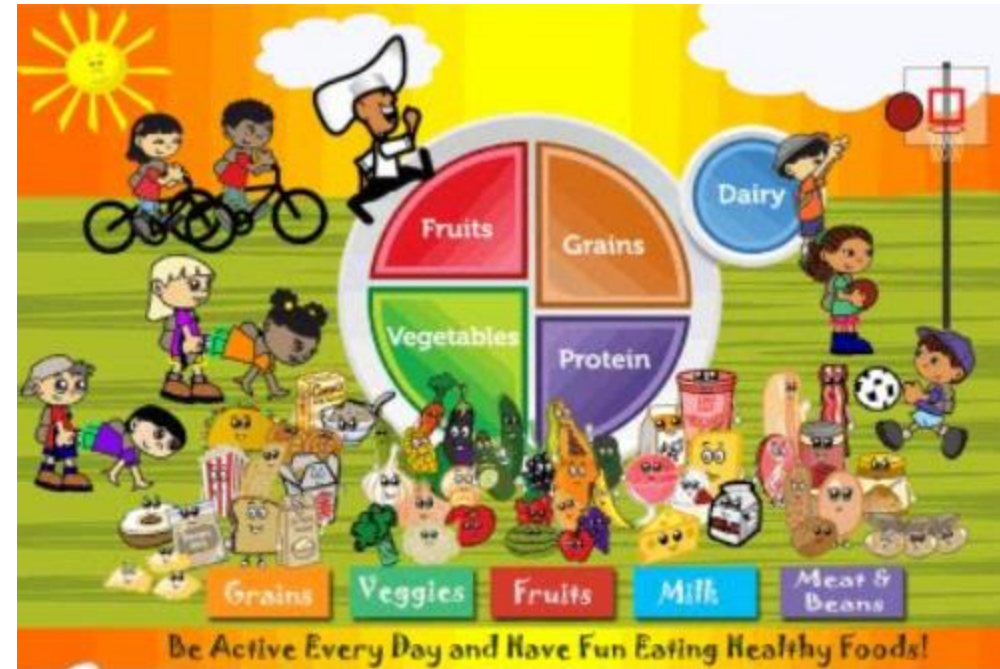
What will my child be taught in Relationships Education?

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



What will my child be taught in Relationships Education?

- ❖ Mental health / Well being
- ❖ Internet safety and harm
- ❖ Physical health and fitness
- ❖ Healthy eating
- ❖ Drugs alcohol and tobacco
- ❖ Health prevention
- ❖ Basic first aid
- ❖ Changing adolescent body



What will my child be taught about Sex Education?

- ❖ At Kessingland Primary Academy we have decided not to teach Sex Education
- ❖ Puberty , growing and changing will be taught as this is a statutory part of the science curriculum.
- ❖ You will be given an opportunity to view the resources ahead of these lessons and speak to staff if there are any concerns
- ❖ As per the RSHE policy parents do not have the right to withdraw from these lessons , If you wish to discuss this further please book an appointment with the Head teacher .

What are our aims and ethos for our RSHE and PSHE curriculum?

Our schools overarching distinctively Christian vision for pupils is everything is everything we do which is based on **Respect** and **Love** for all members of our school family. We put our Trust in each other which enables us to form meaningful , long lasting **Friendships** within our learning community. We **Value** diversity and provide an environment where everyone has the opportunity to achieve and work towards their **Aspiration** for the future. Our aim is to provide a creative curriculum where everyone is curious and passionate about learning. We value having the **Courage** to try new challenges and the **Perserverance** to keep going . We celebrate the successes and achievements of everyone in our school and we all share a **Responsibility** to make it the best place it can be.

RSHE is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons Our school values which drive the vision are :

Trust, Aspiration, Responsibility , Perseverance and Respect

We aim for the curriculum to be comprehensive, purposeful, ambitious, relevant and inclusive, providing our children with the skills and knowledge they need to lead a remarkable life

What are our aims and ethos for our RSHE and PSHE curriculum?

Our RSHE curriculum supports children's rights:-

- ❖ Article 17: Every child has the right to reliable information from the Media. This should be information the child can understand
- ❖ Article 19: Government must do all they can to ensure children are protected from all forms of violence , abuse, neglect and bad treatment .
- ❖ Article 24 Every child has the right to the best possible health
- ❖ Article 29: Education must encourage the child's respect for human rights

What are our aims and ethos for our RSHE and PSHE curriculum?

Evidence from the PSHE Association (<https://www.pshe-association.org.uk/curriculum-and-resources/resources/curriculum-life-case-statutory-pshe-education>) shows that good quality PSHE leads to-

- ❖ Better health outcomes
- ❖ Improved academic outcomes

Equality

We comply with the Equality Act 2010

- ❖ We are committed to anti-discriminatory practice outlined within the provisions of the Equality Act 2010
- ❖ We ensure there is no discrimination towards pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity marriage or civil partnership or sexual orientation

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

How to support your child at home

The NSPCC has some good resources to support teaching younger children about their private parts and how to keep themselves safe.

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>



The Pacey website offers support and explains the importance of children being able to use the correct terminology for their private parts.

<http://www.pacey.org.uk/news-and-views/pacey-blog/october-2019/teaching-children-about-their-private-parts/>

If you have any questions regarding any aspect of this area of our curriculum please email the school on safs@kessingland.dneat.org or call the office and request a call back.