



A Journey into Relationships, sex and health education (incorporating physical health and wellbeing)



Intent

The intent of the RHSE (relationships, sex and physical health and wellbeing education) curriculum at our school is to teach the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. We aim to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Allow our children to recognize their state of mind and know which strategies to use to help them improve their mental health
- Prepare pupils for their adult lives as responsible, respectful citizens, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so
- Develop pupils' understanding of the protected characteristics and how equality and diversity are promoted

As a maintained primary school we follow the Relationships education and relationships and sex education and health education statutory guidance from the DFE.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum topic of life cycles and reproduction. Should staff feel the need to teach sex education beyond the curriculum they will discuss with the RSHE lead and governor and also with parents. Parents will have the right to withdraw their children from these elements.

In teaching relationships education, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). PSHE programmes of study are non-statutory and can be found on the PSHE Association website.



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Implementation

At the Federation of Boskenwyn and Germoe Schools, we allocate 20-40 minutes to RSHE each week in order to teach knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school, learner profiles, themed days such as anti-bullying, internet safety. We aim to 'live' what is learnt and apply it to everyday situations in the school community. We have many visits and visitors to the school to reinforce teaching of aspects of the health curriculum such as the school nurse, fire service, lifeguards and PCSO.

Class teachers deliver the weekly lessons to their own classes alongside teaching assistants.

Relationships .

Relationships education is embedded into our 2 year rolling programme and focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers). All learning takes place via inquiry based learning and taking a multi-disciplinary approach.

Physical Health and Mental Wellbeing

Physical health and wellbeing also forms part of our 2 year rolling programme for RSHE. In order for children to make good decisions about their own health and wellbeing and how to seek support, the curriculum is split into the following categories:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid



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- Changing adolescent body

Our rolling programme and RSHE milestones shows how the whole-school approach spirals the learning and meets all statutory requirements of RSHE in a progressive way.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way guided by our mapping document and rolling programme
- Modelling positive attitudes to relationships
- Monitoring progress using Insight assessment
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of relationships and sex education

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching it are encouraged to discuss this with the headteacher.

Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to this, treat others with respect and sensitivity.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the components of sex education within RSHE if the teacher finds it appropriate and necessary to go beyond the science curriculum only.

Requests for withdrawal should be put in writing and be addressed to the headteacher.

Training

The lead professional for RSHE will attend subject cluster meetings and disseminate. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching sex education if necessary.

Impact

We strive to create a supportive and collaborative ethos for learning by providing investigative and inquiry-based learning opportunities. Emphasis is placed on investigative learning opportunities to help children gain a coherent knowledge and understanding of each unit of work covered throughout the school.

At the end of primary school, we expect our children to understand the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, families, relatives and relationships with other children. They should understand the values of friendships and relationships and who can support them. They should understand the values of kindness, respect,



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honesty, permission seeking/giving and personal privacy. They should also understand and respect personal space and boundaries, what is appropriate and inappropriate contact both online and in person. They should also understand the importance of mental wellbeing and be able to use strategies to improve their mental state. Our children leave primary school with the information they need to make good decisions about their own health and wellbeing. They are able to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible. Our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. They are able to self regulate and have acquired strategies to do so. Our integrated whole school approach has a positive impact on behaviour and attainment. Our students are prepared for the changes that they and their peers will experience.

Pupil Voice

In an inquiry into how we can keep safe on the world wide web, pupils in year two made the following list:

Always be with an adult

Only use it for short times,

Don't give anybody personal information,

Ask a parent to check out any friend requests on games.

Our Learner Profiles:

Our learner profiles are the threads which bind our curriculum. Classes focus on 2-3 learner profiles per half term however all are displayed throughout the year and related to within lessons and everyday activity.

Inquirer - encourages the development of wondering and questioning. Provocations, including artefacts, films, books, photographs, workshops, 'experts' and discussions encourage children to ask questions that do not always have easy answers and are open to interpretation.

Caring – our RSHE curriculum is littered with examples of inhumanity and disasters. Pupils are encouraged to discuss, reflect and hypothesize how to make the world a better place for the future.

Knowledgeable - Pupils are both taught and encouraged to develop their own substantive knowledge and disciplinary skills. Following their own inquiry within the curriculum enables them to develop deeper learning in a specific area that they can then share with their fellow learners. Our curriculum is designed to build on previous and existing knowledge and deepen understanding.

Reflective - The study of RSHE encourages reflection of themselves and one another. Within our own lessons, pupils are given chance to reflect on learning and reflect on how they could uplevel their work and learning to be even better. Our rolling programme is designed to build on existing learning and reflecting on what has been learned previously.

Thinker - Pupils are supported to make claims, arguments and hypotheses to promote creative and critical thinking based on a rich substantive knowledge base.

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Communicator - Pupils are given opportunities to present their knowledge and learning in a variety of media. Discussions, persuasive arguments, sharing hypotheses and collaborative teamwork are all used in the teaching of RSHE through inquiry.

Risk-Taker - The inquiry nature of our RSHE lessons promotes opportunities to take risks with learning by asking and researching questions that may not have an easy or definitive answer.

Balanced - Our inquiry based learning allows learners to pursue their own interests in their line of inquiry and to present their learning and understanding using their preferred media.

Open-minded - The breadth of knowledge included in our curriculum provides opportunities to take on new perspectives. Pupils are exposed to local, national and international perceptions.

Principled - Pupils are encouraged and supported to take part in discussions and present their own claims, arguments and hypotheses.

Examples of Learning Outcomes



Community lunch



Chinese Language Assistant



Helping the teacher

Cultural Capital

Cultural capital is about preparing pupils with the essential knowledge and skills for what comes next. The exploration of new skills and experiences helps to nurture resilience, curiosity and creativity. Through this journey, pupils develop new forms of cultural capital that makes a difference in individual mind-sets, which consequently shapes their future.

Cultural capital is the accumulation of knowledge, behaviours, and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

Cultural capital promotes social mobility and success.

Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital.



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Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point.

Examples of cultural capital within our RSHE curriculum

Engagement in Choose Your Character Wear your Mask Erasmus Project. Children visited Romania to work with children from Romania, Greece and Turkey in a joint puppetry production. They learnt about the value for money when shopping, cultural differences when eating in restaurants.

Engagement in Back to the Future Erasmus project; recognising similarities and differences in culture, economic difference and social affluence, employment

Carousel of true friendship - Visitors from Turkey, Romania, Greece, developing friendships, working together – recognising traditions of dress, religious differences, eating habits, exposure to different cultures.

Engagement in the “Let’s all go the theatre of European Dreams” project with national agencies from UK (British Council), Romania, Greece, Bulgaria, Turkey, Malta, Croatia. Children visited Greece to participate in an anti-bullying project and performed in an amphitheatre in Serres Greece. They visited the Olympic Stadium in Athens and many historical monuments.

Annual ski trip – subsidies by sport and pupil premium allow us to address the social inequality relating to only the rich can afford to ski – it widens pupils’ opportunities. Using foreign currency to increase economic awareness

Annual theatre trip – Minack theatre and Hall for Cornwall trips, giving children opportunity to express views on theatre, closing the social inequality gap-

Whatsapp pals - Children of year 6 developed friendships with international partners and shared traditions and values, exposing them to cultural similarities and differences – parental guidance and support was important and strong.

Family values- parents have been into school and the children have listened to their music (Violin and keyboard). Parents often take assemblies to talk about their careers and raise aspirations. Examples are; marine biologists, conservationists, war journalist, dance teacher, media consultant for BBC,

Exposure to well-being based literature - The Boy, the mole, the fox and the horse (reading for pleasure and purpose)

RNLI - exposing children to knowledge about beach and sea, beach and sun safety.

Regular visits from local PCSO which include talks on road safety, internet safety and stranger danger.

Harvest festival – developing awareness of poverty, how to help, contributions to food bank

Newsround – children watch Newsround to learn about current affairs around the world

Early years have travelling Tuesdays where they learn about tradition and culture in a chosen country and compare it to their own

Annual visit from Paralympian.



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Winners of Youth Speaks, Helston Cluster

Participating in St Patrick's day assembly with Irish school, Scoile Mhuire, Dublin

Fundamental British Values:

Democracy – School Parliament hustings, Ancient Greece topic,

Rule of Law – PCSO visits,

Individual Liberty – Sports day, Talent shows, school production

Mutual Respect and Tolerance – RE curriculum, Erasmus visits and visitors, International assemblies, travelling Tuesday, Chinese New year,

Our Multi-Disciplinary Approach

Science – Healthy foods, reproduction, health and hygiene

English – What is Fairness? BBC clip and discussion, Y5/6 unit of work based on Goldilocks re; online safety, writing own hashtag stories to warn others of elements of online safety

Literature – Rosa Parks, Wonder

Whole school inquiry topic Perceptions of Technology

Y6 – environmentally friendly list of goals of “What Godrevy class will be known for” this year.

EYFS/Y1 – feelings, families, home, friendships

Internet safety, anti-bullying, Black History Month, mental health awareness day, comic relief, children in need

Extra curricular activities – football, netball, (including competitive sports and tournaments), dance, drama, STEM, construction, Eco Club, School Parliament, Art/DT, Green Power,

Mental Health

EYFS explored the Colour Monster story, he has a different colour for each emotion. They used puppets to explore emotions and looked at the language of emotions, introducing new vocabulary such as nervous, excited, scared, calm, quiet, sad, angry and put these words on their word wizard tree.

Mindfulness built into each lesson from Yr-Y6

Yogabugs promotes positive mental health and wellbeing and mindfulness.

We have a mental health lead in each school and a mental health staff mentor.

We have a mental health practitioner.

Yoga club (extra curricular)



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Last Year's Successes

International School Award accreditation – Received from British Council

Rainbow Award engagement (LGBT+)

Safer Internet day

Anti-Bullying day

Black History Month activities

Mental Health Awareness week activities

Erasmus Romania visit/Bulgaria visit (led to children making friends and continuing relationship after returning home alongside project objectives of STEM/drama)

Ski trip to Andorra (appreciating other cultures and languages)

Mental Health Lead training – AL/AH

Mental health Lead practitioner appointments

Mental Health and Wellbeing training all staff -AL

Engagement in Erasmus project – The Carousel of True Friendship/Let's all go to the theatre of European dreams

Staff training – JIGSAW PSHE and RSE programme

Implement JIGSAW programme

Mental Health and Wellbeing staff mentors

Fortnightly staff email for improving MH and WB

Diana Award engagement for anti-bullying ambassadors

Technology ambassadors appointed

Paris visit – cultural/physical

Priorities for this Year

Rainbow Award Accreditation (LGBT+)

Staff training – Teaching RSHE October 2024

Seychelles/Malawi visit – cultural/physical

Develop website for RSHE



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Anti Bullying ambassadors

Further engagement in Anti-Bullying week/Safer Internet day

Black History month – equity leading to equality

PROGRESSION OF SKILLS

HOW DO WE SHOW PROGRESSION?

To ensure progression and a spiral curriculum, we use our RSHE milestone and concept questions. The milestones set out the RSHE guidance into end of key stage 1, end of year 4 and end of year 6 objectives. The milestones are incorporated into our 2 year rolling programme. Teachers use the milestones to ensure coverage and progression through the key stages

An example of the milestones:

Threshold concept	Milestone 1	Milestone 2
<ul style="list-style-type: none"> Families and people who care for me 	<p>Families can give love, security and stability</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p>	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</p>
<ul style="list-style-type: none"> Caring friendships 	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p>

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A snapshot of the rolling programme with concept questions for inquiry:

	Autumn 1	Autumn 2
RSHE Y1/2 Cycle A	Families and people who care for me What is family and why is it important?	Caring friendships Do friendships always make us feel secure?
RSHE Y3/4 Cycle A	Families and people who care for me Is there such thing as a "normal" family?	Caring friendships Should I always trust my friends?
RSHE Y5/6 Cycle A	Families and people who care for me What is marriage and is it always a safe bond?	Caring friendships How do I manage conflict with a friend?

Lesson structure

Our lessons are motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. This is reflected in the inquiry based way that lessons are structured, which also reflects understanding of the learning process.



Beach mindfulness with parents and children, Mandala art, making imprints with natural objects

See also: Journey Into Personal Development, RSHE rolling programme, RSHE milestones.