



RSHE Policy

Name of policy	RSHE
Review committee	Board of Trustees/SLT
Last review date	Sept 2024
Next review date	Sept 2025

Aims and Objectives

Relationships, sex and health education (RSHE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. It should support pupils in gaining accurate information, developing skills and forming positive beliefs, values and attitudes. It also gives essential skills for building positive, enjoyable, respectful, loving and non-exploitive relationships, staying safe both on and offline, and also enabling pupils to look after both their physical health and mental wellbeing.

At GUST Independent School, we are committed to promoting the personal and social development, health and wellbeing of our pupils, which underpins the ethos of the school. Therefore, we have ensured that we have promptly adopted the government's statutory RSHE program.

Ofsted (2014) states that in OUTSTANDING SCHOOLS:

“Pupils, appropriate to their age and capability, have an excellent understanding of relationships, sexual development, sexual consent and their human rights with regard to physical harm and sexual exploitation.”

Aspects of RSHE are taught as an integral part of the school's personal, social and health education (PSHE) provision throughout the school from Key Stages 1-4. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Equal Opportunities

At GUST Independent School, we are committed to the provision of RSHE to all pupils. Our program aims to respect the diversity of children's cultures, faiths and family backgrounds. All children will be given the chance to experience, participate and achieve an understanding of RSHE. Equal time and provision will be allocated for all groups, but there may be occasions where children with special educational needs and disabilities (SEND) are given extra support.

How RSHE will be Taught

All children from Key Stages 1-4 will be taught RSHE on a weekly basis during a timetabled slot; however, RSHE is not an isolated subject as it is firmly embedded throughout the GUST curriculum in subjects such as ICT, RE, Science, PE and PSHE, therefore creating strong links between mental and physical health.

Procedures for Withdrawal of Pupils

Parents and careers have the right to withdraw their child from sex education sessions; however, there is no right to withdraw from relationship education or health education. However, should you be considering such a step, first talk it through with your child and their class teacher, and then, if necessary, contact the Headteacher.

The Role of Parents

The school is aware that the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we answer any questions that parents may have about the relationship and sex education of their child. Parents have been consulted and will be involved in any review of the policy. We also take seriously any issue that parents raise with teachers or governors about our policy or the arrangements for relationship and sex education in the school.

Confidentiality

Teachers conduct relationship and sex education lessons in a sensitive manner and in confidence. It is the responsibility of the classroom teacher to create a safe environment through ground rules and distancing techniques. However, if a child causes the teacher a reason for concern, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they themselves may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Headteacher. The Headteacher will then deal with the matter in consultation with healthcare professionals.

The Role of the Headteacher/PSHE coordinator

It is the responsibility of the Headteacher or PSHE coordinator to ensure that both staff and parents are informed about our RSHE policy and that the policy is implemented effectively. The Headteacher or PSHE coordinator liaises with external agencies regarding the school relationship and sex education programme and ensures that all adults who work with children on these issues are aware of the school policy and that they work within this framework.

Assessment/Evaluation

Varying forms of assessment are used, such as peer, self-, reflective, observational, and teaching. Assessment is used to identify what learners already know and what areas need to be developed further.

Monitoring and Review

The Headteacher and PSHE coordinator monitor this policy on a regular basis and report to governors, when requested, on the effectiveness of the policy.

PSHE EDUCATION: LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for other's needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to	Recognising respectful behaviour; the importance of	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing	Personal strengths and achievements; managing and	Risks and hazards; safety in the local environment and

		others; the impact of hurtful behaviour	self-respect, courtesy and being polite		online		feelings	reframing setbacks	unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognizing risks online	Respecting differences and similarities; discussing differences sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognizing prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognizing individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and female genital mutilation (FGM)
	Attraction to others;	Recognising and managing	Expressing opinions and respecting	Valuing diversity; challenging	Evaluating media sources; sharing	Influences and attitudes to money;	What affects mental health	Human reproduction and	Keeping personal information safe;

	romantic relationships; civil partnerships; civil partnership and marriage	pressure; consent in different situations	other points of view, including discussing topical issues	discrimination and stereotypes	things online	money and financial risks	and ways to take care of it; managing change, loss and bereavement; managing time online	birth; increasing independence; managing transition	regulations and choices; drug use and the law; drug use and the media
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	Autumn 1 Health & wellbeing	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Year 7	Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations	Diversity Diversity, prejudice, and bullying	Health and puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries	Financial decision making Saving, borrowing, budgeting and making financial choices
Year 8	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use	Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work	Discrimination Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Identity and relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks
Year 9	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid	Intimate relationships Relationships and sex education, including consent, contraception, the risks of sexually transmitted infections (STIs), and attitudes to pornography	Employability skills Employability and online presence
Year 10	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices	Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	Exploring influence The influence and impact of drugs, vaping, gangs, role models and the media	Addressing extremism and radicalisation Communities, belonging and challenging extremism	Work experience Preparation for and evaluation of work experience and readiness for work

Year 11	<p>Building for the future</p> <p>Self-efficacy, stress management, and future opportunities</p>	<p>Next steps</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>Elections and understanding polls</p>	<p>Communication in relationships</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p>	<p>Independence</p> <p>Responsible health choices and safety in independent contexts</p>	<p>Families</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p>	