



# ROYAL HIGH SCHOOL BATH

G D S T

## **PREP RSHE**

Relationships, Sex and Health Education (encompassing PSHE, Citizenship, Learning Qualities, British Values, Online Safety and elements from the Positive Project) is an important element of learning at the Royal High School and is considered an integral and necessary part of the pupils' education. It can be defined as a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives, now and in the future.

Teachers are aware of the needs of the girls in their care and, as such, RSHE is taught both directly and indirectly at the Prep School and forms an integral part of our holistic approach to educating young people.

The school takes into account the protected characteristics from the 2010 Equality Act as shown below:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

In accordance with the Department for Education advice in November 2014 on 'Promoting fundamental British values as part of SMSC in schools, the Royal High School is committed to raise awareness of these aspects as part of the RSHE curriculum. Within this remit, pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance. They have an understanding of the areas that constitute British values:

- The Rule of Law;
- Democracy;
- Individual liberty;
- Mutual respect;
- Tolerance of those of different faiths and beliefs.

Pupils understand and are able to identify negative and unacceptable behaviours such as racism, stereotyping and aggression. They are aware of the different beliefs and values within civilised society and can demonstrate respect and tolerance towards people different from themselves.

As part of a whole school approach, RSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

The curriculum helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It is here that pupils learn about bullying, citizenship, drug education, healthy eating, physical activity, mental and emotional health, wellbeing, and sex and relationship education.

Learning opportunities take place in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences.

## **DIRECTED TEACHING**

RSHE is taught weekly in a variety of ways; this may be in response to specific needs of the girls in our care, in response to an event that needs addressing promptly or linked to the school scheme of work. This approach equips our girls with a sound grasp of cause and effect, an understand of risk and equips them with the knowledge and skills to make informed decisions. Learning takes place through:

- Whole school learning in Assemblies following school themes
- Circle time sessions;
- Inviting guest speakers – faith speakers; people from the local community – Police / Fire Service / Charitable organisations;
- Class workshops and visits – Life Skills; Child line and the NSPCC; It Happens.
- Global / international awareness and development and Inspire options
- School Council: taking responsibility and having a voice.

Our school scheme of work covers all the areas of training that the teachers have received linked to RSHE and acts as a guidance document. It links to the Learner Qualities principles which are actively promoted throughout the school. This programme aims at increasing self-awareness and appropriate social behaviour through achieving success within key skill areas. Visual representations of these skills aids understanding and each year group uses targets to monitor these skills within the classroom.

Throughout the school, teachers promote the concept of 'Growth Mindset' developed by Dr Carol Dweck. It revolves around the belief that you can improve intelligence, ability and performance. Years of research have shown that mindset is malleable, rather than fixed, helping pupils to learning more effectively.

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education and the relationships and health content is now a statutory requirement. There is no legal requirement for schools to teach sex education, but the government recommends children learn about some key areas before they leave primary school. Parents have the right to withdraw their daughter from the sex education content that is taught. However, we would strongly recommend that discussions take place with the school before making a decision. Parents are consulted annually as part of the Parent Rep collective and the whole parent body will be alerted about any changes to the policy.

Although the curriculum has recently been revised, at the Prep School, we have been teaching many of these themes for a number of years. As with other subjects, we work hard to make sure the lessons meet the needs of the girls, with a specific focus on children with SEND and are age appropriate. These topics are really important in helping the girls deal with current experiences and also help to prepare them for the next stage of their education and ultimately for adult life. With the changes to the curriculum, we have revised the content to ensure that the lessons cover the statutory requirements. The curriculum is built upon each year and therefore the lessons we deliver will give the opportunity for the girls to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

Sex Education sessions take place in Year 4, Year 5 and Year 6. Pupils recognise that these changes can happen at different times for different children and that this is normal. In Year 4 our aim is to prepare the girls fully for the changes they will experience during puberty and in Year 6 we introduce the girls to what sexual intercourse is and discuss related matters. It is important that they feel that they are in a comfortable and safe environment and that school is a place where they can raise any concerns they may have. We use a resource from Kapow Primary that explains sex and relationship education as a developmental process, beginning in the early years at the appropriate level and progressing through childhood and adolescence into adulthood.

Assessment for Learning takes place informally throughout the school week but there are formal points where the teachers record progress. Baseline assessments for RSE take place in Year 1 and Year 4 and are then

followed up with end of topic teaching assessments in Year 6. These take the form of pupil assessment grids and body map diagrams.

In the Early Years, Children’s personal, social and emotional development (PSED) provides the curriculum structure. It is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### **INDIRECT TEACHING**

Indirect teaching incorporates RHSE within the creative curriculum’s thematic approach to learning within each year group, ensuring that it is taught within a specific context and is integrated within our holistic approach to teaching and learning. This allows a higher level of questioning to be introduced amongst the older girls and the opportunity to debate and question some of the ‘bigger issues’, for example:

How does divorce affect people?	Year 4 Tudor theme
Is it ever right to fight?	Year 6 WW2 Theme exploring conscription, faith and conscientious objection.
When does Science challenge existing Religious belief?	Year 5 Victorian Theme

RSHE is monitored by Jemma Joakim as Deputy Head, Pastoral in conjunction with the IT and Computing Cordinator and the Senior School RHSE lead. The policy is also reviewed annually by the Prep Head.

Reviewed: July 2022	New Policy: July 2023
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## RSHE Scheme of Work

RHS Prep RHSE Medium Term Planning/Scheme of Work									
	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Well being		
	Family and friendship (Mutual respect/tolerance)	Safe relationships (Rule of Law)	Respecting selves and others (Individual liberty) (Rule of Law) (Democracy)	Belonging to a community (Mutual respect/tolerance) (Individual liberty)	Media literacy and digital resilience (Individual liberty) (Rule of Law)	Money and work (Mutual respect/tolerance) (Democracy)	Physical health and mental well being (Individual liberty) (Rule of Law)	Growing and changing (Individual liberty)	Keeping safe (Rule of Law) (Mutual respect/tolerance)
<b>Year 1</b>	Roles of different people; families; feeling cared for; special people in their lives; different types of families	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful; learning to share; active listening; achievement and goals; looking after animals; mindfulness and gratitude	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; using 'safe' websites to search; communicating online; sharing information	Strengths and interests; jobs in the community; what charity is	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong; unfair and unhelpful behaviour	How rules and age restrictions help us; keeping safe online; stranger danger; road safety; safe things to eat in nature
<b>Year 2</b>	Making friends; feeling lonely and feeling left out getting help; bullying; recognising emotions in ourselves and others	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour; understanding privacy	Recognising things in common and differences; playing and working cooperatively; making compromises sharing opinions; strengths and achievements; resilience and failure; mindfulness and gratitude; future planning	Belonging to a group; roles, rights and responsibilities; being the same and different in the community; looking after the local area	The internet in everyday life; online content and information	What money is; needs and wants; looking after money; what charity is	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Human life cycle and how people grow from young to old; becoming more independent; to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles); moving class or year; intro to appropriate touch; dealing with change and loss (inc pets)	Safety in different environments; risk and safety at home; emergencies and what to do; fire safety
<b>Year 3</b>	What makes a family; features of family life; bullying and managing dares; disagreements	Personal boundaries; safely responding to others; the impact of hurtful behaviour and secrets; playful dares	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite; feeling proud of ourselves; respecting and celebrating diversity in the community – gender, faith and race; mindfulness and gratitude	The value of rules and laws; rules outside of school; rights, freedoms and responsibilities; improving the local area	How the internet is used; assessing information online; keeping safe – how we should behave and how others may behave; sharing and reporting concerns; passwords and privacy	Different jobs and skills; job stereotypes; setting personal goals;	Health choices and habits; what affects feelings; expressing feelings and recognising in selves and others; managing influences; achieving a balanced lifestyle	Personal strengths and achievements; managing and reframing setbacks; pressure groups and social change	Risks and hazards; safety in the local environment and unfamiliar places (inc water); revisit stranger/danger

<b>Year 4</b>	Positive friendships, including online; family changes – loss, divorce, bereavement	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively; maintaining relationships; compromise and negotiation; bullying – discrimination/stereotypes – racism; introduction of sensitive vocabulary; mindfulness and gratitude	What makes a community; shared responsibilities; recognising and celebrating diversity - reasons for emigration/immigration; refugees; worldwide responsibilities – energy and recycling; sustainability; volunteering; hunger and poverty	How data is shared and used; e safety – how people can appear online; digital footprint	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care; everyday drugs; dealing with pressure	Physical and emotional changes in puberty inc menstruation; external genitalia and reproductive organs; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
<b>Year 5</b>	Managing friendships and peer influence	Physical contact/touch and feeling safe and understanding boundaries; consent; understanding it is never your fault if you have experienced unacceptable contact; who to tell; dealing with these associated feeling; healthy relationships; describing feelings	Responding respectfully to a wide range of people; recognising prejudice and discrimination; UN conventions and Rights of the Child; law and democracy; stereotyping; discrimination – disabilities; disputes, conflict and negotiation; goals and rewards – extrinsic and intrinsic motivation; growth mindset; mindfulness and gratitude; future planning	Protecting the environment; compassion towards others; recognising and celebrating diversity through religious beliefs; fair trade; global inequality	How information online is targeted; different media types, their role and impact; media influence on health and wellbeing; what is real and what is fake?; responsible use of a personal device; using strong passwords	Identifying job interests and aspirations; what influences career choices; workplace stereotypes; homelessness in Bath	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies; balanced lifestyle – taking care of body and mind	Recap Y4 learning above; personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, basic first aid
<b>Year 6</b>	Attraction to others and what it means; Different kinds of romantic and loving relationships; civil partnership and marriage; friendships during difficult times; different types of relationships/healthy relationships; gender identity vs sexual orientation and everyone's right to be loved	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues; mindfulness and gratitude; future planning	Valuing diversity; challenging discrimination and stereotypes; human rights	Evaluating media sources; sharing things online; keeping safe online; online pressure; assessing risk of challenges and dares; age ratings for apps; safe use of email	Influences and attitudes to money; money and financial risks; interest and loans; critical consumer - Fairtrade	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online; managing influences on health and wellbeing – dieting; media/peer pressure; positive strategies for mental well being; identifying places/people where support is offered; acknowledging that feeling 'low' or sad about something is a normal part of life and different to depression; risks and	Human reproduction and birth; increasing independence; managing transition and reflecting on memories; practical strategies for moving on; changes for boys inc wet dreams and erections	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

							effects of drugs; asking for help		
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Plus any other themes that may arise through Girls of Concern

**Appendix 2 RHSE EYFS and KSI Assembly Theme Suggestions**

Annual Assembly themes	Cycle 1 themes	Cycle 2 themes
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<ul style="list-style-type: none"> <li>• New beginnings</li> <li>• Fairness</li> <li>• Friendship</li> <li>• Supporting each other</li> <li>• Being kind</li> <li>• Special people</li> <li>• Anti-Bullying</li> <li>• Looking after the environment</li> <li>• Working towards targets</li> <li>• Cranwell Citizen</li> <li>• Following rules (in school)</li> <li>• Following rules (beyond school – British Values)</li> <li>• 5Rs</li> <li>• Moving on</li> </ul>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Self-esteem</li> <li>• Dealing with anger and cool down strategies.</li> <li>• Resilience</li> <li>• Relationships</li> <li>• Resourceful</li> <li>• Risk taking</li> <li>• Mindfulness</li> <li>• Taking turns and sharing,</li> <li>• Problem solving</li> <li>• Team work</li> <li>• Accepting others and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Growing up</li> <li>• Rights of children (British values)</li> <li>• Different group of people (British values)</li> <li>• How to assist people who help us in school</li> <li>• Chinese New Year</li> <li>• Rosh Hashana</li> <li>• Holi</li> <li>• International Day of the girl</li> </ul>	<ul style="list-style-type: none"> <li>• Who is in charge? (British values)</li> <li>• Respecting differences (British values)</li> <li>• Everyone is unique (British values)</li> <li>• Stranger danger</li> <li>• How to assist people who help us at home</li> <li>• Hanukkah</li> <li>• Eid</li> </ul>
<b>Annual Special days</b>	<b>Cycle 1 Special days</b>	<b>Cycle 2 Special days</b>	
<p>Sept - Harvest  Oct - National Poetry day  Nov - Guy Fawkes/Remembrance  Dec – Christmas  Jan – Story telling week  Feb –Internet Safety Day  March - Mother’s day  April – Easter  May – Walk to school week  June – Father’s day</p>	<p>Sept – British Food fortnight  Oct – Black History month  Nov – St Andrew  Dec – Christmas  Jan – N/A  Feb – Fair trade  March - St David  April – N/A  May – Deaf Awareness week  June – world Environment day</p>	<p>Sept – European day of languages  Oct – One world week  Nov – Road safety week  Dec – Christmas  Jan – N/A  Feb – Pancake day  March - St Patrick  April – St George  May – N/A  June – recycle awareness week</p>	

Plus any other themes that may arise through Girls of Concern

## **Appendix 4**

### **Year 4**

<b>Relationships Education This is statutory</b>	<b>Sex Education This is not statutory</b>
<p>The girls will learn about:</p> <ul style="list-style-type: none"><li>• the features of positive healthy friendships such as mutual respect, trust and sharing interests</li><li>• strategies to build positive friendships</li><li>• how to seek support with relationships if they feel lonely or excluded</li><li>• how to communicate respectfully with friends when using digital devices</li><li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li><li>• what to do or whom to tell if they are worried about any contact online to differentiate between playful teasing, hurtful behaviour and bullying, including online</li><li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li><li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li><li>• how to manage pressures associated with dares</li><li>• when it is right to keep or break a confidence or share a secret</li><li>• how to recognise risks online such as harmful content or contact</li><li>• how people may behave differently online including pretending to be someone they are not</li><li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li><li>to recognise differences between people such as gender, race, faith</li><li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li><li>• about the importance of respecting the differences and similarities between people</li><li>• a vocabulary to sensitively discuss difference and include everyone</li></ul>	<p>The girls will learn about:</p> <ul style="list-style-type: none"><li>• how to identify external genitalia and reproductive organs</li><li>• about the physical and emotional changes during puberty</li><li>• key facts about the menstrual cycle and menstrual wellbeing</li><li>• strategies to manage the changes during puberty including menstruation</li><li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li><li>• how to discuss the challenges of puberty with a trusted adult</li><li>• how to get information, help and advice about puberty</li></ul>



## Year 5

**Year 4 content will be repeated to ensure that new joiners to the school have received the input.**

<p style="text-align: center;">Relationships Education <b>This is statutory</b></p>	<p style="text-align: center;">Sex Education <b>This is not statutory</b></p>
<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> <li>• the features of positive, healthy friendships such as mutual respect, trust and sharing interests</li> <li>• how to seek support with relationships if they feel lonely or excluded and understand that it is common to experience challenge with friendships</li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to communicate respectfully with friends when using digital devices and how to deal with peer approval</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know</li> <li>• what to do or whom to tell if they are worried about any contact online. how to report concerns and seek help if worried or uncomfortable about someone’s behaviour</li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> </ul> <p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in</p>	<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>

<p>different situations</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	
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## Year 6

<p>Relationships and Health Education <b>This is statutory</b></p>	<p>Sex Education <b>This is not statutory</b></p>
<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• what it means to be attracted to someone and different kinds of loving relationships</li> <li>• that people who love each other can be of any gender, ethnicity or faith</li> <li>• the difference between gender identity and sexual orientation and everyone's right to be loved. Physical change of gender identity will not be discussed in Year 6.</li> <li>• the qualities of healthy relationships that help individuals flourish</li> <li>• ways in which couples show their love and commitment to one another, including those who are not married or who live apart</li> <li>• what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• that people have the right to choose whom they marry or whether to get married</li> <li>• comparing the features of a healthy and unhealthy friendship</li> <li>• about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• strategies to respond to pressure from friends (including online)</li> <li>• how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</li> <li>• how to get advice and report concerns about personal safety, including online</li> </ul>	<p>The girls will learn about:</p> <ul style="list-style-type: none"> <li>• identifying the links between love, committed relationships and conception</li> <li>• changes that boys experience at puberty, including erections and wet dreams</li> <li>• what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</li> <li>• how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb</li> <li>• that pregnancy can be prevented with contraception</li> <li>• about the responsibilities of being a parent or carer and how having a baby changes someone's life</li> </ul>

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| <ul style="list-style-type: none"><li>• what consent means and how to seek and give/not give permission in different situations</li><li>• the link between values and behaviour and how to be a positive role model</li><li>• how to discuss issues respectfully</li><li>• how to listen to and respect other points of view</li><li>• how to constructively challenge points of view they disagree with</li><li>• ways to participate effectively in discussions online and manage conflict or disagreements</li></ul> |  |
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