Lindon Bennett School

Relationships, Sex and Health Education (RSHE) Policy



MY REQUESTS

Give me the dignity and respect I deserve

Always give me time to respond

Remember I like to make choices, please help me to do so

Always look out for me and keep me safe

Always remember to tell me what is happening next

Stay calm and be patient with me

Give me the opportunity and time to communicate for myself

Talk with me, not about me

Please take the time to understand what I am trying to tell you

Please don't judge me

Implementation Date: 01/09/26

Review Date: 01/09/27

Approved By: 08/10/26

Chair of Governors: Sarah Baker

Headteacher: Leonie Christou

1. Purpose

The aim of Lindon Bennett's School's RSHE Policy is for our pupils to be as prepared as possible for all the opportunities, experiences and responsibilities that are available to them as they progress through school life and move on to secondary school placements and to adulthood. It aims to give pupils information, help them acquire the skills and offer them the support they will need to meet the challenges and demands of life in the community.

We aim to achieve this by:

- Adopting a whole-school approach to RSHE in the curriculum
- Promoting pupil voice across all aspects of school life
- Developing pupils' self-esteem and sense of self-worth
- Promoting the personal and social development of pupils through the curriculum
- Helping pupils to recognise their own needs and those of others
- Helping pupils to identify/name parts of the body
- Helping pupils to develop healthy and respectful friendships and relationships
- Ensuring pupils are empowered as far as possible to communicate when they need help and support
- Supporting all pupils to extend their skills in communicating about sexuality issues by helping them access information and enabling them to express themselves most appropriately
- Support pupils in understanding the difference between public and private spaces and what is appropriate behavior in either case
- Using clear and unambiguous images to describe sexual matters and using Makaton (and other forms of communication) where appropriate
- Improving the pupils' awareness of their own body, how it changes at different times of life and how these changes can best be dealt with
- Supporting the pupils to identify and understand their emotions and help them develop the skills to manage them,
- Supporting pupils to foster an understanding of, and a healthy attitude to, human sexuality and relationships in a moral, social and spiritual framework,
- Establishing an awareness of the importance of stable family life and the responsibilities of parenthood
- Developing a respect for diversity and the need to avoid prejudice and discrimination

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Lindon Bennett we teach RSHE as set out in this policy.

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

Relationships and health education will:

Teach the skills and knowledge that form the building blocks of all positive relationships

Support children from the start of their education to grow into kind, caring adults who:

- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness

Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

Emphasise the relationship between physical health and mental wellbeing

Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Purpose of the Policy

Special schools have a duty to ensure that children with special educational needs and learning difficulties are properly included in RSHE. RSHE should help all pupils understand their physical and emotional development and enable them to make empowered decisions in their live

6. Curriculum

Our RSHE curriculum has been developed to take into account the age, needs and feelings of the pupils at Lindon Bennett School.

Please refer to The Lindon Bennett PSHE and RSHE Curriculum document for more curriculum information.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum and pupils will be encouraged to:

- Develop confidence and make the most of their abilities
- Play an active role in the school and community

- Develop a healthy life-style
- Be aware of safe environments
- Develop positive and caring friendships
- Develop a growing awareness of online safety
- Respect differences between people

Pupils will have opportunities to:

- Participate in a range of activities
- Feel positive about themselves
- Make informed choices and decisions
- Be empowered
- Take responsibility for their actions
- Seek advice and information
- Prepare for change in their bodies and in their lives

Careful consideration will be made to children's communication needs with the adaptation of resources and delivery of lessons to support children's understanding and differentiated accordingly.

Specific individual teaching sessions will be offered appropriately to meet the needs of different pupils as they arise.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE) and also taught through our British Values and through assemblies.

The school will make sure that:

Core knowledge is sectioned into units of manageable size

The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work

Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations.

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships

- Online safety and awareness
- Being safe

Health education will:

Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

Emphasise the relationship between physical health and mental wellbeing. All children take part in daily toothbrushing and are encouraged to brush their teeth independently after lunch.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

6. Use of resources

We will consider whether any resources we plan to use:

Are aligned with the teaching requirements set out in the statutory RSHE guidance

Would support pupils in applying their knowledge in different contexts and settings

Are age-appropriate, given the age and maturity of the pupils

Are evidence-based and contain robust facts and statistics

Fit into our curriculum plan

Are from credible sources

Are compatible with effective teaching approaches

Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

7. Use of external organisations and curriculum materials

At Lindon Bennett School we currently use and are trialling The Story Project to teach parts of the RSHE curriculum and are using the national accredited NSPCC- PANTS programme for identified pupils.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:
  - This policy
  - The Teachers' Standards
  - The Equality Act 2010
  - The Human Rights Act 1998
  - The Education Act 1996

8.Roles and responsibilities

8.1 The Governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory Staff do not have the right to opt out of teaching RSHE. All staff with whole class teaching responsibility will have responsibility for teaching RSHE within Lindon Bennett School.

Staff are responsible for reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Becky Essex and or Latifah Raji.

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

9. 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 non-statutory components within RSHE.

Requests for withdrawal should be put in writing addressed to the Head teacher.

9. Training

Staff are trained on the delivery of RHSE as part of their induction and it is included in our continuing professional development calendar.

10. Monitoring arrangements

The Senior Leadership Team and Standards and Performance Working Group have the responsibility for ensuring that the elements of RSHE are met within Lindon Bennett's School curriculum.

The school recognises that staff need specialist support to undertake specific areas of RSHE. They will work in conjunction with the Speech and Language Therapy Service, the School Nursing service and any other relevant agencies (for example, Social Services, Sex and Relationships voluntary organisations).

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Deputy Headteacher.

At every review, the policy will be approved by Standards and Performance Working Group.

Appendix 1 and 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online, including when we are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity • The risks associated with an inactive lifestyle, including obesity • How and when to seek support including which adults to speak to in school if they are worried about their health

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Lower School Cross-Curricular overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 cycle	Caring friendships General wellbeing	Healthy Eating Road safety	General Wellbeing Respectful kind relationships	Physical Health and fitness Families and people who help us	General Wellbeing Respectful kind relationships Being safe- Water safety	Caring friendships Being safe Developing bodies First aid
LS	Our community **Jar of happiness** -To start to be able identify basic notions in myself and others. -To begin to entify how I feel. - To begin to entify how others ight be feeling happy sad. - I can follow assroom and school utines.	Shopping **Oliver's Vegetables** -I can stay safe in the mmunity. -I can begin to have an vareness of road safety. - I can begin to identify od I like and don't like - I can taste and identify ealthy food. - I can grow food and ow how to look after them. - I can take part in xercise and move my body look after my heart.	Countries of the world **Peace at last** -I can rest my body nen I need to. - I can begin to self gulate with adult pport. -I can say no if I'm not mfortable. -I can begin to know e signs of when my body els tired. -I can identify or quence a bedtime utine.	Materials **Mama's car** -I can begin to talk out my family. - I can say what is e same or different. - I can take turns and are. -I can talk about or entify some feelings d emotions.	Leisure and sport **Barbara throws a wobbler** -I can say what akes me angry or oss. -I can say what ings help me to feel lm. - I know what kind nds looks like. - I can show care and ndness to my friends d peers.	Living things **The new small person** -I can role play oking after a baby -I can take turns d share equipment. -I can identify ctures of myself. -I can share how n feeling. -I can speak to an dult if I am feeling safe.

	- I can start to ollow simple structions.					

Key Vocabulary:	Happy Feeling Happiness Sad Help Friends Family Care Kind Share	Healthy Unhealthy Body Diet Vegetables Fruit Grow Seeds Water Heart Exercise	Sleep Enough Rested Tired Energy Grumpy Happy Bedtime routine Fidgety Meditation *Permission seeking* *Uncomfortable* *Decision* *Boundary*	Mum Dad Family Journey Trip Ride Help Happy Kind Wheelchair	Angry Bad mood Calm Feelings Actions Kind Friends Sharing Gentle Fair	Baby Family Changes Care Take turns Sharing Equipment Safe Unsafe Worried

Upper School Cross-Curricular overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	General Wellbeing Caring friendships Respectful, kind relationships	Developing bodies Personal safety First aid	Families and people who help us Road Safety	Online safety Wellbeing online	Respectful kind relationships Health protection and prevention	General Wellbeing Water safety
US	Chocolate **Ravi's Roar** -To begin to be able to identify a range of emotions. -To begin to use strategies regulate my own emotions. -To be able to identify right from wrong, kind and unkind -To understand classroom and school rules. -To be able to identify what I like	Space **Alien's love underpants** -I can same the name of different part of the body. - I can identify the differences between boys and girls. -I can say no or stop if I am uncomfortable or feel unsafe. - I can understand the difference between public and private	Dance and Music around the World **My big fantastic family** -I can talk about or identify people in my family. -I can say what is the same or different. -I can show care and help someone else. -I can accept some changes. - I can say how I am feeling. - I can share something special with others.	Prehistoric Adventures **Chicken clicking** -I can begin to understand how to keep safe online. -I can begin to identify what I like about going online. -I can report a problem when I am online. - I can share and take turns	Habitats **Here we are** -I can look after the environment - I can say why we must look after our planet and can do things to take care of it. -I can put things back where they belong in my classroom and keep it tidy. -I can show care and kindness to others.	Carnival **No money day** -I can pay for items. -I can start to understand how money makes people feel. - I can look after my personal belongings. -I can share with others. -I can make choices about what I want to spend.

	and what I don't like.		- I can listen to others.		- I can look after my body and keep healthy. - I can keep safe in the community.	-I can identify things that I like or would want to buy.
Key Vocabulary	Clench Release Emotion Anger Reflect (on feelings) Manage (feelings) Strategy Fair Unfair Right Wrong Kind Unkind Positive choice	Genitals Same Different Private Safe adult Acceptable Unacceptable Comfortable Uncomfortable Boundaries Unsafe Consent Secret Surprise Permission No	Family Family tree Unique Variety Respect Kindness Love Change Help Carer Home Belong Share Listen Care	Online Benefits Internet Time traveller Danger False Friend Risk Choices Online safety Personal information Report RHC button Website Value	Planet Classroom environment Well Unwell Respect World Care Rubbish Recycling Tidy Earth Clean Dirty Untidy	Need Want Spend Save Piggy bank Borrow Payment type Emotion Choose choice Responsible Safe Risky money notes coins