

Forest Lodge Academy RSHE Long Term Plan including Safeguarding 2023-2024

This document aims to map the teaching of RSHE, British Values, Routes to Resilience and Safeguarding across the school as part of our cohesive SMSC programme incorporating the new statutory requirements of teaching Relationship and Health Education. Primarily this is taught through the Jigsaw Programme with assemblies delivered primarily through Votes for School, but is also cross-curricular as outlined in this document. Safeguarding permeates throughout the curriculum, not only in taught sessions.

Skills and attributes developed by the programme of study:

- Resilience, character traits and positive personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. Clarifying own values and re-evaluating values and beliefs in light of new learning, experiences and evidence.
- Recalling and applying knowledge creatively and in new situations.
- Developing and maintaining a healthy self-concept.
- Respect for other's right to their own beliefs, values and opinions.
- Knowledge of sexism, misogyny, homophobia, gender stereotypes.
- Positive relationships including taking turns, kindness, consideration, respect, honesty, permission seeking and giving, personal privacy, establishing personal space and boundaries, contact, healthy friendships and relationships in person and on-line.
- The importance of equality and respect (Equality Act 2010 protected characteristics) families of many forms.
- Positive emotional and mental wellbeing.
- Knowledge to report abuse including emotional, physical and sexual abuse. Understanding boundaries in friendships with peers, families and others in all contexts including online.
- Discernment in evaluating the arguments and opinions of others.
- Skills for employability.
- Enterprise skills and attributes.
- Analysis and assessing validity and reliability of information.

Statutory Relationship and Health Education (2019) (Safeguarding highlighted in red)

By the end of primary school pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- 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 others lives.
- That others families, either in school or in the wider world, sometimes look different from their family but that they should respect those difference and know that other children's families are also characterised by love and care.
- 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.
- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be for life.
- How to recognise if family relationship are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How important friendships are in making us feel happy and secure and how people choose to make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyal, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties,
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs and that these can be often worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust, who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.
- The importance of respecting other, even when they are very different from them (for example physical, in character, personality or background) or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts of support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in school an wider society they can expect to be treated with respect by others and that in turn they should show due respect to others including those in positions of authority.
- About different types of bullying (including cyberbullying) the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help,
- What a stereotype is, and how stereotypes can be unfair negative or destructive.
- The importance of permission seeking in relationships with friends, peers and adults.
- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them.
- How to critically consider their online friendship and sources of information including awareness of the risk associate with people they have never met.
How information and data is shared and online use.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults including that it is 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 physical and other contact.
- How to respond safely and appropriately to adults they may encounter (in all context, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for help or advice for themselves or others and to keep trying until they are heard.
- How to report concerns or abuse and the vocabulary and confidence needed to do so.
- Where to get advice (e.g.: family, school, other sources).

Relationship and Sex Education.

Sex education is not compulsory in primary schools. The DfE recommends that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of pupils. It should ensure that boys and girls are prepared for the changes that adolescence brings drawing on the knowledge e.g. of the human life cycle set out in the NC for science, how a baby is conceived and born. Schools should consult parents in Year 6. This is set out in our RSE policy. The National curriculum for science also includes subject content in related areas. We have worked with a Development Group of schools in Leicestershire west to create a framework for teaching SRE including statutory elements of Science and Relationship/Health education (2019). Parents have been consulted and regularly communicated with, flip chart planning has been created by RSE leads and staff have been trained based on the Jigsaw programme what to teach, how and when. This is ongoing each year.

Mental Health and Wellbeing

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and when issues arise, how to seek support as early as possible from appropriate sources. Physical health and wellbeing is interlinked and it is important that pupils understand that good physical health contributes to good mental wellbeing and vice versa. We work to reduce stigma attached to health issues in particular those to do with mental wellbeing and encourage an atmosphere that engenders openness. A mental health and wellbeing policy has been created and shared with staff, and mental health first aiders work to support pupils. FLA works collaboratively with the NHS EMHP to support pupils mental health and have a EMHP on site every Friday supporting pupils and staff. We take a pro-active approach with mental health incorporated into RSHE teaching, a dedicated team of Mental Health First Aiders to support pupils and participating in key dates (e.g. : mental health week). A robust referral scheme is in place. All classes have a mental health check in system which is overseen by senior leaders.

Jigsaw RSHE taught lessons:

Autumn Term 1: Being me in my world

Autumn Term 2: Celebrating difference

Spring Term 1: Dreams and goals

Spring Term 2: Healthy me

Summer Term 1: Relationships

Summer Term 2: Changing Me

Protected Characteristics

There are nine protected characteristics under the Equality Act (2010): age, disability, sex, pregnancy and maternity, marriage and civil partnerships, sexual orientation, religion or belief, race and gender reassignment. Schools should demonstrate that no form of discrimination is tolerated and that pupils show respect. At FLA we ensure that our children are given opportunities to develop age-appropriate knowledge and understanding through a well-planned and delivered curriculum, through RSHE dedicated lessons, through assemblies and the ethos of our school. For example in the Jigsaw 'celebrating difference' modules we explore challenging assumptions, accepting self and others, bullying, racism, respecting cultures, conflict and empathy. We believe that children should be able to recognise themselves and their circumstances so that their lived experience is valued and validated.