

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

RSHE (E4S) Policy



Next Review:	September 2023
Responsibility:	Jane Sharrock
Category:	Curriculum/Safeguarding

St John the Baptist C of E Primary School

RSHE Policy

At St John the Baptist Primary School, we underpin everything we do with our three core Christian values - respect, resilience and honesty. These are taught within the context of Christian beliefs and practice. The RSHE curriculum has a focus on developing our pupil's knowledge about health, relationships, emotional and mental wellbeing to support them to make the best possible decisions as they grow and change.

This policy sets out our school's approach to statutory Relationships, Sex and Health Education.

Aims

The aim of the policy is to provide a framework for teaching Relationships, Sex and Health education throughout the school. It is also intended to inform parents and the wider community about the programme which their children will be following in each year of their education.

Statutory Requirements

- As a maintained primary school, we must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social work act 2017.
- However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. Through consultation with all stakeholders, we have decided that the non-statutory sex education for primary schools will be taught as an integral part of our RSHE curriculum. This will be taught in Year 6.
- In teaching RSHE, we must have regard to guidance issued by the secretary of state outlined in section 403 of the Education Act 1996.
- At St John the Baptist Primary School, we teach RSHE as set out in this policy.

Policy Development

This policy has been developed in consultation with governors, staff and parents. The consultation policy development involved the following steps:

1. Review - The Headteacher - the relevant national and local guidance
2. PSHE Subject Leader - the PSHE Lead has attended a number of courses to further develop subject requirements and understanding
3. Governor consultation - all governors were given the opportunity to look at the policy and make recommendations

4. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
5. Parent consultation - parents were invited to attend a meeting about the curriculum and comment on the draft policy
6. Ratification - TBC

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.

Curriculum

Our curriculum is set out as per Appendix 1. We are following the E4S (Education 4 Safety) programme which is provided by West Sussex. This is a whole school approach, which includes some appropriate resources to teach the planned curriculum.

We may need to adapt it when necessary.

We have developed the curriculum in consultation with staff and parents, considering the age, needs and feelings of the pupils.

Questions arising which are directly linked to our planned curriculum will be answered in a clear, age appropriate manner.

If pupils ask questions outside the scope of this policy, it is important for teachers to respond in an appropriate manner so pupils are fully informed and do not seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery of RSHE

RSHE is taught within the personal, social, health and economic education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatism of children based on their home circumstances along with reflecting sensitively that some children may have a different structure of support around them, for example: children looked after or young carers. Families can include single parent families, LGBT parents and families headed by grandparents, foster parents/carers and other structures.

Roles and Responsibilities

Governors will approve the RSHE policy, and hold the headteacher to account for its implementation.

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 RSHE.

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/non-science components of RSHE

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.

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

When teaching RSHE, we are aware that some pupils are more vulnerable and our curriculum will be accessible for all pupils. Teaching is of high quality; differentiated and personalised to meet the specific needs of pupils at different development stages (please refer to the SEND Code of Practice).

Parental workshops will be offered at the appropriate times to ensure that parents understand and can support their children's learning.

Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE.

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

Please refer to this guidance for further information:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Training

Staff are trained on the delivery of RSHE as part of the school's professional development programme.

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 RSHE.

Governors

As well as fulfilling their legal obligations, the governing body should also make sure:

- All pupils make progress in achieving the expected educational outcomes
- The subject is well led and effectively planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in ways that are accessible to all pupils with SEND
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- The subject is resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

Foundation governors will also have wider responsibilities in relation to maintaining and developing the religious ethos of the school.

Faith, Values and RSHE

All children from all faiths and cultures have an entitlement to RSHE. Teaching RSHE effectively means taking into account the faiths and cultures of the children in our school. RSHE should be sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. There are two underlying principles to be considered:

1. RSHE must be relevant to the children, supporting them in learning about different faiths and cultures underpinned by values promoting equality and respect.
2. Valuing diversity and anti-discriminatory practice is an integral part of the school's ethos.

Additional Resources

There are many excellent resources available, free of charge, which schools can draw on when delivering E4S. Schools should access each resource that they propose to use carefully to ensure it is appropriate for the age and maturity of pupils and sensitive to their needs, where relevant, schools should use resources that are medically accurate.

Schools should also consider drawing on the expertise of the main subject associations who often quality assure third party resources. We also recognise that schools use resources from representative bodies.

Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use, as this can be reassuring for parents, and enables them to continue the conversations started in class at home.

Monitoring

The delivery of RSHE is monitored by the Headteacher who is also the RSHE subject leader.

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

This policy will be reviewed annually. At every review, the policy will be approved by the governing body.

St John the Baptist Primary School – E4S Long Term Plan

Education 4 Safeguarding (E4S) is organised into four areas: Relationships and Sex Education (RSE), Digital and Media Literacy (DML), Physical Health and Wellbeing (PHWB) and Emotional Health and Wellbeing (EHWB).

Within each of these areas, we cover several topics which we build on as the children move through the school. This document will give you an overview of how the curriculum progresses through the school and the areas each year group cover. Our E4S curriculum meets all the statutory requirements set out by the government.

Relationships and Sex Education (RSE)					
<ul style="list-style-type: none"> • Being Safe • Family and Friendship; Relationships • Feelings and Attitudes • Identity • Online Relationships and Media 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Worries and asking for help Being Safe in unfamiliar situations Feeling happy and sad Coping with feelings and change Similarities and Differences Special People Body Privacy and saying yes or no (NSPCC Pants Rule)	Private and Privacy Feelings and impact on self and others Changes in growth Boys, girls and stereotypes Friends and Friendship Family, Kindness and Relationships, Love Body Privacy and saying yes or no (NSPCC Pants Rule)	Body Privacy Gender Expectations Types of Relationship (Love and Commitment)	Personal boundaries and the right to privacy Pressure to share and dares Changing feelings Body changes and puberty	Early warning signs, saying yes or no, secrets Challenging the impact of feelings on self Media influences – masculinity and femininity Changes in relationships (when relationships go wrong)	Body Safety Relationships and conception. Body changes and puberty.
Digital and Media Literacy (DML)					
<ul style="list-style-type: none"> • Online Content and Critical Thinking 					

<ul style="list-style-type: none"> • Online Relationships and Cyber Bullying • Online Reputation • Self-Image, Mental Health and Wellbeing • Staying Safe Online 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sources of internet information Online activities Communicating with others online	Identities online and offline Communicating with others online Digital footprints Risks of sharing online Privacy and information	Validity of information Cyberbullying and negative behaviours Online security and sharing information	Online vs. real world Cyberbullying and negative behaviours Online profiles and age appropriateness	Managing time online Knowing people online	Identities online and influence Legal use of information.
Physical Health and Wellbeing (PHWB) Drugs, Alcohol and Tobacco Eating Well and Being Active Hygiene and Protecting Your Health Keeping Safe and Emergencies Keeping Safe and Risks					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Medicines and Safety Feeling Safe Fair and Unfair / Right and Wrong / Rules Helping Us Stay Safe Well, Unwell and the Spread of Germs Keeping Clean Being Healthy and Active	Looking After Our Bodies Safely Fair and Unfair / Right and Wrong / Rules Staying Safe in Emergencies Well, Unwell and the Spread of Germs Keeping Clean Food Practice and Choice	Safety Rules and Laws Cleanliness, Germs and Immunisation	Making Decisions, Taking Risks and Influences Responsibility to be Safe Cleanliness, Germs and Immunisations Healthier Lifestyle Choices	Everyday Substances inc. caffeine Cleanliness, Germs and Immunisations Sleep and Health Habits and Choices	Drugs and Usage Tobacco and smoking Pressure / Influence Risk, Hazard and Emergencies Influence of Exercise and consequences of choice
Emotional Health and Wellbeing (EHWB) Emotional Resilience Relationships					

Sense of Self Transition Wellbeing					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognising Feelings Secrets and Privacy Uniqueness, Similarities and Difference Belonging and Responsibilities Right/Wrong & Friends/Bullying Changing Behaviours	Managing Feelings Stereotypes – Boys and Girls Being Good at Things and Achievement Well and Unwell Right/Wrong & Friends/Bullying Coping with Loss and Changing Situations	Achievements and Goals Health and Wellbeing Community and Belonging Friendships and Bullying	Feelings and Emotions Changes (inc. puberty) Friendships and Bullying	Self Esteem Sleep and our Emotional Health	Feelings and Emotions Changes (inc. puberty) Image and Representation Pressure and Uncertain Feelings Understanding Change Learning and Achievement Saying goodbye and moving on.

St John the Baptist – Year Group Plans

	Autumn				Spring				Summer			
	RSE	DML	PHWB	EHWB	RSE	DML	PHWB	EHWB	RSE	DML	PHWB	EHWB
Year 1	Worries and asking for help Being safe in unfamiliar situations	Sources of internet information	Medicines and Safety Feeling Safe	Recognising Feelings Secrets and Privacy Uniqueness, Similarities and	Feeling happy and sad Coping with feelings and change	Online activities	Fair and Unfair / Right and Wrong / Rules Helping Us	Difference Belonging and Responsibilities	Similarities and differences Special People	Communicating with others online	Stay Safe Well, Unwell and the Spread of Germs Keeping Clean Food Practice and Choice	Right/Wrong & Friends/Bullying Changing Behaviours
Year 2	Private and Privacy Feelings and impact on self and others	Identities online and offline Digital footprints	Looking After Our Bodies Safely	Managing Feelings Stereotypes – Boys and Girls	Changes in growth Boys, girls and stereotypes	Communicating with others online	Fair and Unfair / Right and Wrong / Rules	Being Good at Things and Achievement Well and Unwell	Friends and Friendship Family, Kindness and Relationships, Live	Risks of sharing online Privacy and information	Staying Safe in Emergencies	Right/Wrong & Friends/Bullying Coping with Loss and Changing Situations
Year 3	Body Privacy	Validity of information	Safety	Achievements and Goals Health and Wellbeing	Gender Expectations	Cyberbullying and negative behaviours	Rules and Laws	Community and Belonging	Types of relationships: Love and commitment	Online security and sharing information	Cleanliness, Germs and Immunisation	Friendships and Bullying
Year 4	Personal boundaries and the right to privacy Pressure to share and dares	Online vs. Real world	Making Decisions, Taking Risks and Influences	Feelings and Emotions	Changing feelings	Cyber bullying and negative behaviours	Responsibility to be Safe		Body changes and puberty (Periods)	Online profiles and age appropriateness	Changes (inc. puberty)	Friendships and Bullying
Year 5	Early warning signs, saying yes or no, secrets	Managing time online	Everyday Substances inc. caffeine	Self Esteem	Dealing with strong feelings Media influences – masculinity	Knowing people online	Cleanliness, Germs and Immunisations		Changes in relationships (when relationships go wrong)		Sleep and Health Habits and Choices	Sleep and our Emotional Health

	Challenging the impact of feelings on self				and femininity							
Year 6	Body Safety	Identities online and influence	Drugs and Usage Tobacco and smoking	Image and Representation Pressure and Uncertain Feelings	Body changes and puberty	Legal use of information.		Pressure / Influence Risk, Hazard and Emergencies	Relationships and conception	Understanding Change Feelings and Emotions Changes (inc. puberty)	Influence of Exercise and consequences of choice	Learning and Achievement Saying goodbye and moving on.