

ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL

RSHE (E4S) Policy



Next Review:	November 2024
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 recommendation
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 stigmatisation 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 E45. 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.

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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.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Recognising feelings (inc happy and sad)	Secrets and privacy – worries and asking for help (pants rule)	Online activities and sources of internet information	Right and wrong, responsibilities People who help us with that	Well and unwell Medicines and germs	Coping with change (feelings) Similarities and differences (feelings)
2	Managing feelings and emotions	Digital footprints and using tech	Communicating online (being safe and cyberbullying)	Changes in growth since a baby Body parts and privacy	Families, friendship – love and kindness/ loss?	Staying safe Basic first aid and emergencies
3	Where information comes from and reliable sources	Safety – fire, beach road etc Rules, calling 999,	Identity/ gender expectations Communities we belong to	Achievement and goals Health and wellbeing – sense of self	Hygiene and health – cleanliness, germs, immunisation Risk, hazard and emergency	Features of family and relationships (commitment, trust, respect, communication, manners)
4	Making Decisions, Taking Risks Bullying, personal boundaries, dares	Personal boundaries and the right to privacy	Bullying (inc cyber) Pressure to share and dares – including cyber	Online profiles and fake news	Healthier lifestyle choices, influence on exercise	Puberty – physical and emotional changes
5	Risks, privacy, secrets, surprises and Body privacy, sources of support	Self-esteem/ confidence and the impact on self esteem impact of feelings on self	Mood swings Masculinity and femininity and media influences	Sleep and emotional health Healthy habits and choices (inc everyday drinks/ caffeine/ screen time)	Changing relationships Friendships (EHWB) When relationships go wrong (RSE) Science Changes as we grow, conception/ reproduction, stages of foetal growth	Online friendships, staying safe online and decision making/ influences
6	Identities online and influence Identity and feelings	Drugs and Usage Tobacco and smoking	Image and Representation	Appropriate age online and access to information	Relationships, consent, appropriate touch, pressure & uncertain feelings	