

Elworth C of E Primary School



Relationships, Sex and Health Education (RSHE) Policy

Date:	October 2023
Review Cycle:	2 Yearly
Reviewed By:	Mrs S. Buckley
Approved By:	Mr N. Garratt
Next review date:	October 2025
Nominated Governor:	Mrs R. Williams

Mission Statement

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

The purpose of this Relationships, Health and Sex Education (RSHE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development and prepares them for the opportunities, responsibilities and experiences in life.

What are we aiming to do?

This policy has been written to provide a programme of RSHE that follows the national statutory guidance and legal requirements as set down in the DFE Guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) 2019 (last updated in 2021) within the ethos of a Christian school.

Related Policies

The content of relationships education is supported by the following school policies;

[Child Protection and Safeguarding Policy](#)

[Equality Policy](#)

[SEND Policy](#)

[Mental Health Policy](#)

[Relationships and Behaviour Policy](#)

Aims

Elworth C of E Primary school aims:

- To provide a framework in which sensitive discussions about relationships, love, care and responsibilities of parenthood can take place.
- To prepare pupils for puberty and give them an understanding of physical development and the importance of health and hygiene.
- To ensure all pupils respect their own bodies
- To help pupils develop feelings of self-respect, confidence and empathy.
- To provide a positive culture around sexuality, relationships and accepting differences.
- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To support pupils to protect themselves and ask for help and support.

Teaching and Learning

RSHE is integrated within the wider themes of the Personal, Social, Health, Citizenship and Economic Education (PSHCE) curriculum and will be delivered through discrete lessons. This allows the natural linking of RSHE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure, bullying and online safety. However, there are also links between RSHE and science, amongst other subjects, so aspects of the RSHE curriculum will be touched upon in other lessons.

We deliver a 'spiral curriculum' of RSHE, ensuring that content is relevant to the age, experience and maturity of pupils. Through cross phase liaison we ensure a consistency of approach and progression for all pupils.

RSHE is generally delivered by class teachers, although support from outside agencies, such as the school nurse, may be used in Upper Key stage 2. We ensure that the contribution of any outside professionals is integrated into the school's overall programme and their messages are consistent with the school's approach and ethos.

As with all curricular areas we encourage children to take an active role in their learning during RSHE sessions and use a variety of approaches including whole class and small group discussions. We try to ensure an honest and balanced approach in the handling of controversial issues.

MyHappymind

At Elworth CE Primary School, we use MyHappymind, a programme grounded in neuroscience and positive psychology that supports positive wellbeing. It is taught to every single child and covers 100% of our Relationships and Health curriculum for every year group from Early Years to Year 6 (See Appendix A). MyHappymind teaches the children how their brain works and supports them to develop positive skills and habits to be their very best selves. preventative habits that support positive mental health, focused on developing children's confidence, resilience and mental wellbeing.

Wellbeing

Every class has daily wellbeing time which is both spiritual and based on myHappymind. This helps the children to learn habits to build resilience, confidence and self-esteem.

Worship

At Elworth CE Primary School our Christian Values are: Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness. These are at the heart of the life and work within our school and are reflected in all areas of school life. Collective Worship, reflection and prayer is central to the school's daily life and is led by our Headteacher, Mr Neil Garratt and School Chaplain Mrs Cathryn Haughton.

Prayer Space

Prayer spaces enable children and young people to explore life's questions, spirituality and faith in a safe, creative and interactive way. Children are innately curious about life. Growing up raises lots of questions, some to do with their experience, both the good and the bad and some to do with the wonders of the universe we live in. At Elworth CE Primary School prayer space days allow children to explore both ideas and experiences to help them develop their own sense of identity, self-worth, personal insight, meaning and purpose.

Sex Education

At Elworth we have RSE lessons from EYFS up to year 6 and follow an abridged version of the Christopher Winter Project (CWP) resource '*Teaching SRE with Confidence in Primary Schools*' (See Appendix B). This programme reflects the recent developments in RSE and the Science National Curriculum and has been quality assured by the PSHE Association.

Online Safety

At Elworth we follow an accredited E-Safety scheme of work that encompasses online activities, role play and homework activities that involve parents each half term. Each unit focuses on a particular topic that is relevant to a specific year group and enables pupils to become more aware of their digital footprint and how to deal with a range of online issues.

Special Themes

At Elworth CE Primary School we have a number of immersion days and weeks throughout the school year supporting our RSHE curriculum. These include but are not limited to, Mental Health Week, Anti-bullying week, NSPCC Pants is Private, Fairtrade week and World Faith Days.

Roles and Responsibilities

The Governing Board

The governing board will approve the Relationships Education, Relationships and Sex Education (RSE) and Health Education policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that Relationships Education, Relationships and Sex Education (RSE) and Health Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of SRE (see section 7).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way.
- Modelling positive attitudes to Relationships Education, Relationships and Sex Education (RSE) and Health Education.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

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

Pupils

Pupils are expected to engage fully in Relationships Education, Relationships and Sex Education (RSE) and Health Education and, when discussing issues related to these subjects, treat others with respect and sensitivity.

Parents' right to withdraw

Parents' have the right to withdraw their children from the **non-statutory** components of this subject, which as of September 2020 will only include non-statutory/non-science components of RSHE

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from the non-statutory components of RSHE.

Confidentiality

We appreciate that the content of RSHE lessons may prompt children to share concerns or problems that they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection and Safeguarding Policy.

Monitoring arrangements

This policy will be reviewed by Subject Lead, Mrs Sarah Buckley, every year. At every review, the policy will be approved by the governing board and the Headteacher

Appendix A

Relationships Education

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences 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 (including same-sex marriage) represents a formal and legally recognised commitment of two 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
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<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, 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 often be 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 and 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.
<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or 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 and in 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.

	<ul style="list-style-type: none"> • 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 and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • 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 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.

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult.
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Appendix B

Sex and Relationships Education Coverage

These aspects of the Sex and Relationships Curriculum may be taught during PSHE lessons. They may also be covered during Science lessons.

Reception/Year 1 and 2

- Routines and patterns of a typical day
- Differences between living and non-living things.
- Differences between girls and boys, including naming body parts.
- Simple Lifecycles
- How we change as we grow up
- Feelings
- Friendships
- Family and Relationships – Identifying different members of the family and to develop an understanding of different types of families.
- Personal achievements
- Hygiene – self care- why it is important to keep clean.

Year 3 and 4

- Health and Wellbeing – personal space and how to protect ourselves.
- Keeping safe- to recognise how and when to ask for help
- Changes as we get older, to include some aspects of puberty
- Changes we can and can't control
- Making choices – resisting pressure to do something dangerous, unhealthy or that makes us feel uncomfortable or anxious or that they believe to be wrong.
- Feelings
- Friendship
- Family and relationships
- Differences between males and females, in particular roles and stereotypes.
- Lifecycles

Year 5 and 6

- Changes, to include puberty and personal hygiene.
- To recognise what constitutes as a positive healthy relationship and to develop the skills to form them- what is needed for a successful relationship, love and marriage- mutual respect, consent, loyalty, trust.
- Physical and emotional changes in puberty.
- **Keeping safe- online safety** –
- how information and data is generated, collected, shared and used online and not to provide material to others that they would not want shared further
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content

