



Croftlands Infant & Nursery School

RSHE POLICY

Introduction

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment children and young people need to know how to be safe and healthy and also how to manage their academic, personal and social lives in a positive way. As a result of this Relationship Education is now compulsory in all primary schools in England as is Health Education.

This policy outlines our school's commitment to provide effective RSHE for all pupils. It has been written with regard to the Department of Education's RSHE guidance 2019 and other relevant guidance, documents and statutory requirements. The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in an age-appropriate manner throughout the school and across a range of curriculum subjects.

What is RSHE?

Relationships, Sex and Health Education (RSHE) is lifelong learning about physical, moral and emotional development.

We want to be able to provide children and young people with key building blocks of being physically and mentally healthy, understanding relationships, including online contact and good digital wellbeing.

Pupils will learn about the benefits and importance of having hobbies and interests, daily exercise, good nutrition and sufficient sleep. We also aim to give pupils the language and knowledge to understand the normal range of emotions that everyone experiences.

They will also cover healthy relationships, different families, respect, love and care, hygiene and the body.

In our school we are building the foundations of skills and knowledge that will be developed further.

Through delivery of RSHE we aim to give your child the information they need to make good decisions about their own health and wellbeing to recognise issues in themselves and others and to seek support as early as possible when issues arise.

Policy Aims

Our key aim in providing RSHE throughout the school is to safeguard and educate our pupils. During their time at this school, children will learn key knowledge and skills to help keep them safe and embrace the challenges of creating a happy and successful adult life. RSHE is taught in the context of relationships and promotes self-esteem and emotional health and wellbeing to help children and young people to form healthy, meaningful relationships, based on respect for themselves and for others.

We believe in working in partnership with parents and carers and understand the importance of sharing our RSHE programme with families so that they can also support their children's physical, moral, mental wellbeing and emotional development at home.

Key Objectives

The key objectives of our RSHE programme are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To understand the importance of safe and stable relationships that promote respect, love and care;
- To help pupils develop skills (language, decision making, choice, assertiveness, resilience) and make the most of their abilities;
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To develop resilience and positivity when responding to influences that may affect body image;
- To reinforce and develop pupils understanding of how to stay safe online;
- To respect and care for their bodies;
- To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example people of the same gender.

Inclusion and Support

RSHE will be accessible to all pupils regardless of age, sex, race, disability, religion or belief, gender or sexual orientation. We will ensure that issues such as sexism, misogyny, homophobia and gender stereotypes are discussed and will take positive action to build a culture where these are not tolerated and any occurrences are identified and tackled.

RSHE can also be particularly important for pupils with social, emotional and mental health needs or learning disabilities as they are more vulnerable to exploitation and bullying. We will endeavour that teaching will be tailored to meet the specific needs of pupils to ensure learning outcomes are met; this will also be discussed with parents and carers.

As with all teaching within school, we will ensure that information taught is sensitive, age-appropriate and developmentally appropriate and delivered within reference to the law.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgemental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance. Parents and carers can then contextualise the learning within their own faith and values framework in their discussions with children following teacher-led sessions at home if they choose to do so.

We will use a range of materials and resources that reflect our cultural diversity and encourage inclusiveness. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. These include Kidsafe, as well as input from organisations such as NSPCC and their resources.

A range of different families and relationships will be explored with RSHE.

Delivery of the RSHE Programme

All teachers will have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support for children with special educational needs. Everyone involved in the teaching of RSHE will follow the school policy.

Where RSHE is taught within the curriculum, it will be delivered by the class teacher and therefore, usually within a mixed gender class.

The Curriculum

Our school's core values underpin the ways in which we ensure a whole school approach to provide an effect taught curriculum for all our pupils and a sensitive response to pastoral issues.

RSHE will be taught in each year group throughout the school. The curriculum that is to be delivered is progressive, building the children's knowledge, understanding and skills year on year.

Assemblies will also be periodically used to address the whole school on major health issues, for example awareness of and countering cyber-bullying.

There will be cross curriculum learning from many other subjects such as our physical activity programme and science curriculum.

The themes that make up the framework for RSHE include:

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| Families and people that care for me | Caring friendships |
| Respectful relationships | |
| Being safe | Mental wellbeing |
| Internet safety and harm | Physical health and fitness |

Questions Raised by Pupils

It is our aim that pupils feel confident and comfortable when asking questions both in class and around school. In most cases, pupils' questions will be answered openly and honestly. However, on occasions, pupils may ask questions that are not appropriate (i.e. questions about a teacher's personal life or of a sensitive nature) and will not be answered. Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community, is vital to successful and effective teaching and learning with this subject.

A set of ground rules is established prior to the unit of work so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions. Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Teachers will use their professional skill and discretion before answering questions and if necessary, will deal with questions on an individual basis after the lesson. Where pupil's questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSHE which bring an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

The usual standards of confidentiality between child and teacher will be observed, except where a child's question might suggest the possibility of a safeguarding concern. In these circumstances, the Designated Safeguarding Lead should be informed.

Confidentiality

No adult should ever promise confidentiality to a child as per the school's Safeguarding Policy.

Teachers cannot offer unconditional confidentiality. We believe our pupils need to be aware of this and understand the issues involved. It is our aim to support all our pupils through effective procedures.

Staff are aware that pupils sometimes share information of a confidential nature and understand and value the importance of their role. Staff will treat every confidence in a sensitive way so that the pupil feels supported but not gossiped about.

However, both pupils and staff understand that there are some instances where confidences will have to be shared with others in order to protect and support the pupil.

Staff Training

If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations or attendance at an external training event.

Partnership

We believe that RSHE should be a partnership with parents and carers. Parents will be routinely consulted and informed about RSHE through the school prospectus and letters to explain when RSHE will take place in different year groups.

Relationship Education and Health Education is compulsory for all pupils receiving primary education; therefore, there is no right to withdraw from Relationship or Health Education.

Review, Assessment and Evaluation

Monitoring of the RSHE Policy is the responsibility of the headteacher, Governing Body SMSC Committee and RSHE Co-ordinator.

The school will assess the effectiveness of the aims, content and methods in promoting pupils learning by lesson observation, sampling teachers' planning and feedback from parents.

The effectiveness of the RSHE programme will be evaluated by assessing children's learning and implementing change, if required.

This policy document is available to view on the school website.

Equal Opportunities

The RSHE programme will be delivered in accordance with the school's Equality Policy and the Equality Act (2010).

Consequently, implicit in the school's curriculum, pupils will learn from an early age that there are many different types of 'family'.

In general, pupils will be taught in their normal mixed gender classes. Resources and methods of teaching will be in line with the strategies set out in the policies.

Links to Other Policies

PSHE
Science
Safeguarding
Health and Safety
Equality

Key Contacts

Headteacher - Jo Procter

PSHE co-ordinator - Jo Procter
RSHE co-ordinator - Jo Procter
Designated Safeguarding lead - Jo Procter

Signed
On behalf of the Governing Body

Date

Date of review