



Manor Park CofE VC First School

RSHE Policy 2022

Relationship, Sex and Health Education

Inspiring all to learn and grow 

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Written by RE CALT

RE Governor- Rev Cora Yarrien

School Mission Statement

Inspiring all to learn and grow.

School Values

COMPASSION - TRUST - CREATIVITY - RESILIENCE - COLLABORATION

School Vision -

We are working together to provide an inclusive and nurturing environment where all are valued and everyone has the opportunity to flourish. Our school community is built upon the Christian foundations of compassion, trust, collaboration, creativity and resilience whilst embracing diversity and demonstrating mutual respect. Our children are independent, active learners who are encouraged to question deeply and reflect on outcomes in a wide range of situations preparing them for their journey beyond Manor Park.

With God all things are possible Matthew 19 v 26

Underpinning all work in Relationships, Sex and Health Education is the importance of raising children's **self esteem** and **self awareness**, together with **nurturing, consideration** and **understanding of others**. From this foundation, children are encouraged to make responsible, healthy and informed choices. We want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. Teaching about mental wellbeing is central to this too. This should be complemented by our School Values including compassion, trust and resilience.

As a Church of England school, we look to the guidance in "Valuing All God's Children" published in September 2019.

"A school should help all children to cherish themselves and others as unique and wonderfully made and form healthy relationships where they respect and offer dignity to others."

The school's RSHE policy and programmes of study are consistent with both DfE and Salisbury Diocese guidance.

Sensitivity and respect should be shown to all children when teaching about personal relationships and sex education and RSHE should be taught in a way to ensure that there is no stigmatisation of children based on their home/personal circumstances.

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 how to manage their academic, personal and social lives in a positive way.

Definitions of RSHE:

Relationships Education is compulsory in all primary schools in England as well as Health Education being compulsory in all state-funded schools.

We define **Relationship Education** as..... teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults and showing respect for others.

We define **Sex Education** as ... lifelong learning about physical, moral and emotional development. It involves acquiring information, developing skills, and forming positive beliefs, values and attitudes.

We define **Health Education** asteaching pupils about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing now and in the future .

Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying. Developing the correct terminology will be a key part of teaching to make it clear that everybody uses common words and so avoid using prejudiced or offensive language.

Aims of RSHE :

Through Relationship and **Sex** Education we help children.....

Attitudes

- To understand the value of family life and stable, loving relationship
(we believe teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)
- To show the value of respect, love and care
- To show the value of self-respect and empathy for others
- To develop confidence in talking, listening and thinking about feelings and relationships
- To develop the skills needed to help them form and maintain positive relationships
- To understand how to manage influences such as family, peers, culture, community and media
- To understand what they should do if they are worried about any relationship or sexual matters thus giving them confidence to recognise and report concerns to trusted adults.
- To understand the physical development of their bodies and the names of body parts
- To understand the changes their bodies go through during puberty
- To understand that humans reproduce.

Through Physical health and mental wellbeing education we can help children

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Aims:

- To understand the importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences
- To empower pupils with information that they need to make good decisions about their own health and wellbeing.
- To promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.
- To understand the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
- To understand how to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- To understand the benefits of hobbies, interests and participation in their own communities.
- to understand the benefits of rationing time spent online and the risks of excessive use of electronic devices and why social media, computer games and online gaming have age restrictions.

Teaching and Organisation:

Our RSHE programme is taught through PSHE, PE and Science. The chief tool for delivering RSHE is through the Jigsaw programme. RSHE learning is linked directly to the key themes within Jigsaw and meets the statutory requirements in a way that is age appropriate, progressive and carefully and sensitively matched to the needs of all children in our school and that all pupils understand the importance of equality and respect. As an **inclusive** school there may be times when, for certain children, it is more appropriate to take another more tailored or individual approach. Sessions will be accessible for all pupils including pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. In these situations we would discuss this with the parents. The class teacher is responsible for the delivery of RSE lessons.

Religion:

We respect the different religious beliefs displayed in our school community and endeavour to celebrate diversity in its many forms. Parents have access to the RSHE Policy on the website and are invited annually to an RSHE workshop virtually or in school where there is an opportunity to look at resources and ask questions.

Online:

We understand that the principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. Alongside teaching relationships content, we address online safety and appropriate behaviour in a way that is relevant to pupils' lives such as sharing pictures and personnel information.

The PE/ICT CALT monitors and updates their policy in line with the school policy update rota. It is the role of the ICT CALT to provide consistent and effective teaching to ensure children develop their understanding of online safety, through specialist and discrete ICT and Jigsaw lessons, under the Umbrella of "keeping myself safe" and "being me in my world". The ICT CALT also provides an e-safety day annually and continuing CPD for staff in line with any Government or LA amendment publications.

Monitoring of RSHE:

The RE CALT monitors and updates the policy in line with the school policy update rota.

It is the headteacher's responsibility to ensure that both staff and parents are informed about our RSHE Policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity e.g. LGBT resources. The headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of the policy.

Governors are responsible for their legal obligations ensuring the delivery of RSHE is progressive and well led, being accessible to all.

We believe that good practice involves the Designated Safeguarding Lead (or a deputy) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

The PE/ICT CALT update their sports premium action plan annually. The purpose of Sports Premium was introduced in March 2013 to improve the provision of physical education and school sport in primary schools across England. The funding is allocated directly to primary schools and is ring-fenced. This means it may only be spent on improving the provision of PE and sport in schools. In February 2014 the government committed to continue funding until 2020. At Manor Park CE First School we are committed to giving our pupils the opportunity to succeed and excel in a range of physical activities. We want our pupils to love being physically active and understand that PE and sport are both fun and an important part of leading an active, healthy lifestyle. We want our pupils to feel confident and secure about their bodies and believe that we provide our pupils with a safe and positive environment which enables them to be inspired and enthusiastic about physical activity.

The introduction of REAL PE in September 2019 has been a positive step in providing a child-centred approach to teaching PE consistently throughout the school from Preschool/ I R-Y4 building upon skills which focuses on the development of agility, balance, coordination, healthy competition, mental well-being and cooperative learning. REAL PE focuses on the whole child as a holistic approach to empower skills of mental well-being as well as physical well being and teaching children how these are interlinked through a skill based programme.

Parental involvement:

The school works in partnership with parents and carers. We acknowledge that the family plays a huge role in a child's development and understanding in this area.

The school appreciates that this area of the curriculum must be handled with sensitivity and discretion, and we aim to work closely with parents/carers to ensure that families are well informed about the timing and content of any sessions planned. We will ensure that parents have the opportunity to view the RSHE materials to be used with their children and to ask questions in advance of these sessions. By involving parents, children will be able to build on what they learn in school by further discussion at home. The Jigsaw programme overview is available on the school website alongside the RSHE resources from our annual parent workshop.

Right to withdraw:

Parents have the right to withdraw their children from the non-statutory elements of Relationships and Sex Education but we would urge them to talk to the Class Teacher, Progress Leader or member of SST before they make that decision. As a school we will document this process to ensure a record is kept.

Visitors:

The Headteacher, alongside the organising teacher and the school office staff, are responsible for ensuring that any visitor or visiting organisation's credentials are checked. The school also ensures that the teaching delivered by the visitor fits with their planned programme and are aware of and follow the Confidentiality and Safeguarding Policies of the school.

Dealing with Difficult Questions

Questions related to RSHE are answered honestly and sensitively and the teacher will always bear in mind the ability and social development of the child asking the question and other children who may be listening. If a question is beyond the remit of the lesson, or is deemed inappropriate to answer within the class context, their query may be referred to the child's parents or responded to confidentially.

This policy is reviewed and agreed by the governors.

To be read in conjunction with these policies :

Confidentiality.

Safeguarding/child protection.

Anti-bullying (including procedures for dealing with homophobic bullying).

Equality and diversity

and read alongside Jigsaw planning

This policy follows the DfE's Sex and Relationship Education Guidance UPDATED September 2021