


Ferring CE Primary School		
Policy:	<b>RSHE</b>	
Policy date:	Spring 2022	
Review date:	Spring 2024	
Person responsible	Lorna Wells	

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1. Aims

The aims of Relationship, Sex and Health Education (RSHE) in our school is to:

- Provide a comprehensive, bespoke curriculum which teaches personal, physical, moral, and emotional development
- Provide the children with the skills to develop and form positive views, attitudes, personal and social skills and increase their knowledge and understanding of how to make informed decisions and life choices
- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare children for puberty, and give them an age-appropriate understanding of sexual development and the importance of health and hygiene

2. Definitions

Key acronyms are used throughout this policy:

E4S- Education for Safeguarding, the West Sussex Curriculum

RSE- Relationships and Sex Education

DML-Digital and Media Literacy

PHWB- Physical Health and Wellbeing

EHWB- Emotional Health and Wellbeing

RSHE- Relationships & Sex and Health Education encompassing RSE, DML, PHWB & EHWB

SLT- Senior Leadership Team  
DSL- Designated Safeguarding Lead  
DfE- Department for Education

### 3. Statutory Requirements and Education for Safeguarding (E4S)

Here at Ferring CofE Primary School, we value RSHE as one way to support children's development as human beings, to enable them to understand and respect who they are and equip them for life and learning. We teach the statutory Relationships, Sex and Health Education as set out in this policy through our Education for Safeguarding (E4S) curriculum and within our science curriculum.

The West Sussex Education for Safeguarding (E4S) curriculum is based on the national DfE Relationships, Sex and Health Education (RSHE) guidance and numerous national frameworks, including the PSHE Association, but adapted and enriched for schools in West Sussex. This has been developed via a multi-agency approach combining teams from Safeguarding in Education, Contextual Safeguarding, Health and Education in West Sussex.

### 4. Policy Development

Whilst bringing our RSHE curriculum in line with latest government guidance, this policy also outlines how it is taught at Ferring CofE Primary School. This policy should be read alongside the Teaching and Learning Policy. We have ensured a consultation period with staff, parents and children has been held in line with the following steps:

- RSHE Lead along with SLT have worked together to review curriculum content and pulled together all relevant information including national and local guidance
- Parents and stakeholders have been consulted about the policy and curriculum
- Once any amendments were made, the policy was shared with governors and ratified

### 5. Curriculum

RSHE is taught through Education for Safeguarding curriculum (E4S) which has been developed by West Sussex County Council. It is based around four main cornerstones: Digital & Media Literacy, Physical Health & Wellbeing, Relationship & Sex Education and Emotional Health & Wellbeing. Additionally, at Ferring we strive to develop the children's spiritual, moral, social and cultural development, and this policy is linked to the school's Spiritual, Moral, Social and Cultural policy.

Through E4S, we have developed a bespoke curriculum based on the specific context and needs of our school. We have developed a scheme of work that introduces topics in a timely manner which is developmental and incrementally builds on learning year by year.

Our yearly outline can be seen in Appendix 1.

### 6. Delivery

All areas of our RSHE curriculum will be delivered in an age-appropriate and sensitive manner as part of our weekly timetables. Lessons are taught in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead and/or SLT.

## 7. Teaching and Learning Strategies *(to be read alongside the teaching and learning policy)*

We will provide an environment and atmosphere for RSHE where pupils feel safe, relaxed, unintimidated and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To create a safe learning environment, at the beginning of each session a set of ground rules will be agreed by the class, based on a school wide template. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn if they want one
- Respect everyone's contribution
- No personal information
- No personal questions
- No making fun
- An age-appropriate rule around confidentiality and safeguarding

Teachers and children are free to suggest and agree other ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSHE to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSHE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSHE will be supported and advised by the RSHE lead and senior leadership team on these matters as required.

Other related school policies and documents include Behaviour, SMSC, Anti-Bullying, Drugs, Child Protection (Safeguarding), Race Equality and Equal Opportunities.

## 8. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a range of situations, can

lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Designated Safeguarding Lead (DSL) within the school. The DSL will then deal with the matter in consultation with health care professionals. (See also Safeguarding Policy).

## 9. Equality

This policy is in line with the school's Disability Equality Scheme Policy. We promote respect for all and value every individual child. We also respect the rights of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education

## 10. Roles and Responsibilities

### 10.1 RSHE Lead

The RSHE lead is responsible for reviewing this policy on an annual basis through discussions with the SLT and in line with updated statutory guidance, modifications to the policy are made accordingly. The SLT give serious consideration to any comment from parents about the RSHE curriculum. The RSHE lead is also responsible for ensuring teaching is consistent across the school. Pupil development is monitored by class teachers as part of their assessment. The RSHE lead is also responsible for monitoring and organising any staff training and CPD.

### 10.2 SLT

The SLT are responsible for managing any requests to withdraw pupils from non-statutory components of RSHE after discussion with the RSHE lead, pupil's family and pupil's class teacher.

### 10.3 Governing Body

Governors scrutinise and ratify this policy to check it is in accordance with the school's ethos. This policy will be reviewed in line with the dates on page 1 and, at every review, the policy will be approved by the governing body.

### 10.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive and age-appropriate manner
- Modelling positive attitudes to RSE
- 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

### 10.5 Pupils

Pupils are expected to fully engage in RSHE and, when discussing the wide range of topics that may be covered, treat others with respect and sensitivity.

## 11. Parents Rights and Responsibilities

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE up to and until 3 terms before the child turns 16. Requests for withdrawal should be put in writing using the form (appendix 2) and addressed to the SLT/RSHE lead. Alternative work will be given to pupils who are withdrawn from sex education.

## 12. Training

The RSHE lead is responsible for monitoring and organising any staff training or CPD for RSHE. This may be whole school, phase or individual need.

## Appendix 1: RSHE Curriculum Outline

Using the West Sussex E4S program, we have created a bespoke curriculum that is tailored to our cohort. We use internal and external contextual data, scope school safeguarding information as well as staff, pupil and parent voice to shape our content. This is reviewed annually when the new Reception cohort join the school.

Term	Topic	Key Stage 1 Focus	Key Stage 2 Focus	Worship Theme
Autumn 1	Relationships	Right/Wrong, Friends/Bullying Belonging and Responsibilities	Friendships and Bullying Community and Belonging Pressure and Uncertain Feelings	Courage Compassion Generosity (Harvest)
	Sense of Self	Being good at things and achievement Uniqueness, Similarities, Difference Stereotypes- boys and girls	Achievements and Goals Image and Representation Self-Esteem	
	Keeping Safe & Risks	Feeling Safe Fair and unfair/ Right and Wrong/Rules	Safety Rules and Laws Making decisions, taking risks and influences	
A1 and A2	Hygiene and Protecting Your Health	Well, Unwell and Spread of Germs Keeping Clean	Sleep and Health Cleanliness, Germs and Immunisations	
Autumn 2	Being Safe	Body Privacy and Saying Yes or No (PANTS Rule) Worries and Asking for Help	Body Safety and FGM Early Warning Signs, Saying Yes or No, Secrets Physical Contact & Appropriate Touch Body Privacy	Trust Friendship Responsibility (Christmas)
	Online Relationships and Media	Private and Privacy Being Safe in Unfamiliar Situations	Personal Boundaries and the Right to Privacy Pressure to Share and Dares	
	Wellbeing	Well and Unwell	Health and Wellbeing Sleep and our Emotional Health	
Spring 1	Online Content and Critical Thinking	Sources of Internet Information	Online Vs. Real World Validity of Information	Truthfulness Justice Wisdom
	Staying Safe Online	Privacy and Information	Legal Use of Information Online Security/Sharing Information	
	Online Relationships and Cyberbullying	Communicating with Others Online	Cyberbullying and Negative Behaviours Knowing People Online	
	Online Reputation	Risks of Sharing Online	Online Profiles and Age Appropriateness	

		Digital Footprint		
	Self-Image, Mental Health and Wellbeing	Identities Online and Offline Online Activities	Identities Online and Influence Managing Time Online	
Spring 2	Eating Well and Being Active	Being Health and Active Food Practice and Choice	Healthier Lifestyle Choices Influence on Exercise and Consequences of Choice Habits and Choices	Perseverance Service Humility
	Drugs, Alcohol and Tobacco	Medicines and Safety Looking After Our Bodies Safely	Everyday Substances inc. Caffeine Tobacco and Smoking Pressure Influence Drugs and Usage	
	Keeping Safe and Emergencies	Helping Us Stay Safe Staying Safe in Emergencies	Risk, Hazard and Emergency Responsibility to be Safe	
Summer 1	Family & Friendships, Relationships	Family, Kindness & Relationships, Love Special People Friends and Friendship	Types of Relationship (Love and Commitment) Changes in Relationship (When Relationships Go Wrong) Relationships and Conception*	Forgiveness Creativity Respect & Reverence
	Identity	Boys, Girls and Stereotypes Similarities and Differences Changes in Growth	Media influences: masculinity and femininity Body Changes and Puberty* Gender Expectations	
	Emotional Resilience	Recognising Feelings Secrets and Privacy Managing Feelings	Changes (inc. Puberty)* Feelings and Emotions	
Summer 2	Feelings and Attitudes	Coping with Feelings and Change Feeling Happy and Sad Feelings and Impact on Self and Others	Changing Feelings Dealing with Strong Feelings Challenging the Impact of Feelings on Self	Thankfulness Hope Peace
	Transition	Changing Behaviours Coping with Loss and Changing Situations	Saying Goodbye and Moving On Understanding Change Learning and Achievement	
Emotional Health and Wellbeing		Physical Health and Wellbeing	Digital and Media Literacy	Relationships and Sex Education

\*denotes topic which some non-statutory elements of RSHE are taught

Appendix 2:Right to Withdraw- Parent Form

**Withdrawal from sex education elements within the RSE curriculum  
(withdrawal from relationships education is not permitted)**

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for Withdrawing from Sex Education within Relationships and Sex Education			
Any other information you wish the school to consider			
Parent Signature			

To be completed by the school			
Agreed actions from discussion with parents			
School signature		Date	

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