



Fladbury
Church of England First School

Relationships and Sex Education and Health Education and Personal, Social, Health and Economic Policy

Governor Committee Responsible:	Curriculum and Standards
Status:	Statutory / Non-statutory
Review Cycle:	Every 4 years
Staff Lead:	M Bailey
Date of Approval:	May 2021
Review date:	May 2025

VISION STATEMENT:

Happy Hearts, Open Minds, Bright Futures

John 10:10, "I came that you may have life and have it to the full."

Every child at Fladbury will know they are loved by God, have a happy heart and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their bright future with an open mind.

We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

Equalities Act 2010

Fladbury School is committed to working towards equality of opportunity in all aspects of school life. The school will work to ensure that the policy and programme is relevant to everyone regardless of gender, culture, faith, academic ability or sexuality.

Consultation with Parents, Guardians and Carers

A 6 week consultation took place between May 4th and June 15th 2021. Parents, guardians and carers were informed via a Zoom meeting of the draft policy and given access to a copy, as well as a copy of the DfE guidance, and invited to submit their responses via email. If you missed this consultation window and would like to ask any questions about this policy, please contact your child's Headteacher.

This policy is supported by the following statutory guidance documents or is underpinned by statutory guidance:

- DfE guidance June 2019 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', which is statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002.
- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.
- Keeping Children Safe in Education (September 2018)
- Working Together to Safeguard Children (July 2018)
- Children Act 1989 and 2004
- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice (January 2015)
- Safeguarding Vulnerable Adults Groups Act 2006
- Equality Act 2010

Purpose of the policy

The purpose of this policy is to explain the aims of RHSE. It also describes what we teach and the approaches we use. This policy helps to ensure that the whole school community: parents, staff, governors and pupils have a shared understanding of RHSE.

The overarching aim is for young people to be equipped with the information and skills they need in order to:

- Be healthy (physically, emotionally and mentally).
- Stay Safe (including online).
- Build positive relationships.
- Be respectful of themselves and others.
- Thrive and enjoy life to the full.

Healthy relationships are essential for children to be resilient and build character. Children need a safe, affirming, positive environment mixed with love to help develop their character and resilience.

Relationship Health Sex Education (RHSE)

From 1st September 2020 guidance states that all primary schools should teach Health and Relationships Education. This guidance replaces the 2000 Sex and Relationships guideline. Sex Education is not compulsory until Secondary School but primary schools can opt to cover it. At Fladbury, in consultation with staff, governors and parents, have chosen to not teach Sex Education due to the age development of the children. Fladbury School covers EYFS-Year 4. Fladbury will be focusing on the Relationships and Health Education and therefore referring to RHSE as RHE (Relationships and Health Education). Fladbury, in consultation with parents, staff and governors, will consult regularly on age appropriate content in their RHE curriculum.

Children at Fladbury School will learn about:

- Families and the People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Being Safe

Health Education

- Mental well-being
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco (Year 3/4)
- Health and Prevention
- Basic First Aid
- Changing Adolescent body (Basic puberty taught in Year 3/4)

Answering Questions

Sometimes an individual pupil will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed individually later. Fladbury School believes that individually staff must use their skill and discretion in these situations and refer to the PSHE/RHE Co-ordinator or head teacher if they are concerned. Opportunities for questions will be given through a question box. Any questions will be anonymous in order to protect adults delivering sessions and children asking them. Communication with parents will be sought if anything arises that deems necessary.

Withdrawal and Parent/Carers rights

Under the 2020 guideline, parents **DO NOT** have a right to withdraw their child from Relationships and Health Education.

Teaching Materials and Resources

Fladbury will be using the Church School 'HeartSmart' scheme to teach PSHE/RHE with aspects of the PSHE Association. This will run as a two-year cycle programme to accommodate the mixed year groups at Fladbury.

HeartSmart follows the 'HeartSmart High Five' to help children make healthy choices.

The five principles are:

1. **Don't Forget to Let Love In** – helping the child understanding they are worthy, important and loved.
2. **Too Much Selfie Isn't Healthy!** – Helping children to engage with others and a need to choose for empathy instead of entitlement.
3. **Don't Rub It In, Rub It Out!** – Helping children to process negative emotions and choosing to forgive.
4. **Fake Is A Mistake!** – Helping children to choose truth and not shame.
5. **No Way Through Isn't True!** – Helping children to persevere and become resilient. Equips children for hope.

SEN

Relationships Education and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We will also be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND. Fladbury First School is also aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND.

Relationships Education and RSE can also be particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. Some SEND pupils in our school may need a tailored content and teaching to meet their specific needs. As with all teaching for these subjects, we will ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Monitoring

It is the role of the co-ordinator to -

- Be aware of PSHE/RHE's place and development throughout the school, it's continuity and progression.
- Support staff by providing resources where possible.
- Act as a monitor of the subject ensuring balance and establishing the effectiveness of the curriculum.

- Provide INSET training linked to the School Development Plan and staff requirements if possible, within the constraints of time and budgeting commitments.

Skilled teachers, who know their children are responsible for offering the agreed year group programmes of study and to evaluate as appropriate. Teachers will not discriminate, make judgements, stigmatizations, stereotypes or share personal information when teaching PSHE/RHE.

Assessment

Assessment of PSHE/RHE will be ongoing in and out of the classroom. Staff will monitor children's behaviour on the playground and around school as well as in the classroom. Pupils undertake a range of activities that forms the basis of assessment.

These include:

- Speaking and listening activities e.g circle time, debating, questioning
- Demonstrating skills through role play or games
- Drawing and writing techniques
- Resolving conflicts
- Making safe and healthy choices
- Telling stories

At the end of each HeartSmart principle, children have the chance to reflect. In EYFS and Key Stage 1, this is achieved through circle times. In Key Stage 2, children reflect by setting their own individual targets.

The policy will be reviewed in September 2022

Appendix 1

Long-term, two-year rolling programme, Plan of PSHE/RHE teaching for each year group Year Reception – Year 4.