

Stedham Primary School



Policy for Relationship and Health Education (R.H.E), including Sex Education (S.E)

MISSION STATEMENT

At Stedham School we aim to realise the full potential of all who are connected with us. We will encourage mutual respect and trust within a positive, caring and stimulating environment. We believe in the necessity for tolerance and sensitivity for each other's values and beliefs.

RATIONALE

Relationship and Health Education (**RHE**) is an essential area of learning for all primary pupils, and became statutory in the National Curriculum in September 2020. Fundamentally, it provides the building blocks and characteristics to establish and maintain positive relationships with themselves and others. It aims to give young people the knowledge that they need in every context to lead safe, happy and healthy lives.

Sex Education (SE), which is over and above the content of the Science curriculum, is a non-statutory requirement at primary school. At Stedham, any additional content taught will be age-appropriate and delivered through Relationships and Health Education lessons. This is to effectively support ongoing emotional and physical development, and eventually prepare our pupils for secondary school. We aim to communicate effectively with our families, to offer clarity and transparency in what our pupils are taught. In line with Department for Education (DFE) guidelines, parents do not have the right to withdraw their child from RHE, however *do* have the right to withdraw their child from SE.

CURRICULUM CONTENT and DELIVERY

At Stedham, we invest in 'West Sussex Education for Safeguarding' (E4S). This model has enabled us to create a needs-based curriculum for all pupils at Stedham, whilst ensuring all national expectations are fully met. Responsibility for the safe and effective delivery of lessons lies with the class teacher, and any other permanent member of Stedham staff who is familiar with, and sensitive to the pupils' needs. Pupils with special educational needs and disabilities (SEND) will be considered in advance to lessons, to ensure delivery is accessible and productive. Our teaching of RHSE has four main aims, which fall into the four cornerstones below.

- **Relationship and Health Education** – build positive relationships, develop effective social skills, and become increasingly physically and emotionally literate.
- **Digital and Media Literacy** – navigate our ever-changing digital world, explore the positive contributions of the internet, and develop effective strategies for staying safe online.
- **Physical Health and Wellbeing** – learn the characteristics of physical health and wellbeing, understand the connection between our bodies and minds, and begin to make independent and informed choices to establish a healthy lifestyle.
- **Emotional Health and Wellbeing** – learn and maintain the characteristics of positive mental health, develop strategies to cope with emotional challenges and prevent mental health problems, and make the link with physical wellbeing.

AIMS and OBJECTIVES

In order to deliver the above content, we will ensure:

- A welcoming, well cared for environment that promotes children's learning and develops a sense of responsibility in all.
- An embedded school ethos that is constantly revisited and underpins all areas of learning and behaviour.
- We use appropriate resources to support the RHSE Curriculum.

- Direct teaching of RHSE through discrete curriculum time, as well as making links with the curriculum areas of Science, Computing, R.E and P.E.
- Sensitivity to particular religious, social, and special educational needs of our pupils and their families, including a parent's right to withdraw their child from the teaching of Sex Education.
- The use of appropriate visitors, outside agencies and supplementary government schemes, to promote the teaching of RHSE.
- Prioritising the areas of learning, dependent on pupil needs.
- Designation of teachers, dependent on current staffing.
- Appropriate confidentiality wherever necessary.

TEACHING and LEARNING

Our RHSE teaching is based on the E4S ethos. A range of strategies are needed to provide the breadth of effective learning opportunities for all pupils. These include an emphasis on circle time discussions, active learning, enquiry and debate. Pupils will, also, be given a range of opportunities to explore and develop their own attitudes and values. Furthermore, we aim to provide an environment that is conducive to RHSE, by making pupils feel:

- Able to contribute
- Comfortable and trusted
- Supported and able to support others
- Relaxed in expressing their feelings and concerns
- Confident to challenge conventional thinking and stereotypical viewpoints

MONITORING, EVALUATION and REPORTING

Monitoring of RHSE will be ongoing and fluid between all teaching staff, overseen by the subject co-ordinator. Use of the E4S Toolkit will help to support monitoring processes, to alert us to any changes needed in the curriculum. Pupil evaluation of the subject will be through discussion and occasional written work, and reported on at the end of each academic year. As in other subjects taught, class teachers will regularly review pupil progress and adjust their teaching of RHSE accordingly to fit the current needs of their class.

This policy is one of many within our school, and we suggest that this policy is read in conjunction with Stedham School's:

- Behaviour policy and procedures
- Child Protection and Safeguarding policy
- Anti-bullying policy and procedures
- Online safety policy
- Equalities Policy
- SEND reports

Responsibility for this policy lies with the following people:

Headteacher
Subject Leader

This policy is approved by:

Governors
Staff
Parents

Reviewed: January 2021

Review Date: January 2024