



## Northchapel Community Primary School

*Growing kind and curious children who aspire to succeed*

### Education for Safeguarding Policy (RSHE/PSHE combined policy)

<b>Review Date</b>	<b>Summer 2023</b>
<b>Reviewed By</b>	<b>D Coggin</b>
<b>Approved By</b>	<b>Teaching and Learning Committee</b>
<b>Due for next review</b>	<b>Summer 2025</b>

### Context/Introduction

At Northchapel, we aim to provide a broad and balanced curriculum tailored to individual pupil needs, which will enable all children to achieve their maximum potential. We also strive to ensure that all pupils develop an enthusiasm for and a love of learning.

### Ethos and Values

Relationship, sex and health education (RSHE) will reflect the values of the PSHE and Citizenship together with Digital and Media Literacy and how to stay safe within these contexts. RSHE will be taught in the context of relationships. In addition RSHE will promote self-esteem and emotional health and well-being helping children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

At Northchapel, we aim to provide a holistic education for all children. Every pupil will receive their full entitlement to RSHE regardless of their educational ability, gender, race, disability, sexual orientation, ethnicity or faith. We aim to support children in their emotional, cultural and social, as well as academic development.

## Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

## Aims

Contributing to the foundation of PSHE, the school's RSHE programme aims to 'explore attitudes and values with children about relationships, emotions, self-esteem and personal safety.' Children will develop skills in order to make positive decisions about their health related behaviour. During RSHE children will 'develop personal and social skills and a positive attitude to growing up'.

## Statutory Requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Northchapel Primary we teach RSHE as set out in this policy.

## Policy Development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## Curriculum

Our curriculum is set out as per Appendix 1 We have developed the curriculum in consultation with PSHE Association, WSCC safeguarding team, parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

## Implementation

Relationship and Sex Education is delivered through science, RE, PSHE, citizenship, ICT, literacy activities, and 'circle time'. A planned and coordinated approach to each subject can provide an appropriate framework for RSHE to take place providing pupils with a consistent message.

RSHE is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse and the Wey Assembly Team. A range of teaching methods include use of video, discussion, looking at case studies, drama and role-play.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Relationship and sex education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant

The minimum statutory requirement for RSHE is that schools must deliver the **National Curriculum for Science** to all children within school:

### Early Years

In the Early Years RSHE is taught through the following Early Learning Goals:

- PSED – Making Relationships; they show sensitivity to others' needs and feelings and form positive relationships with adults and other children.

- Understanding the World – People and Communities; they know about similarities and differences between themselves and others and among families, communities and traditions.
- Understanding the World- The World; they make observations of animals and plants and explain why some things occur and talk about changes.

## Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Children should recognise similarities.

## Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle, including puberty.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Roles and responsibilities**

### The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

### The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

### Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- 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 RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

## Dealing with difficult topics / questions

All teachers are aware of the ground rules which provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

- **'Concerning questions'** these could possibly be indicative of safeguarding issues. In this case, teachers will follow the school safeguarding procedures.

- **'Genuine questions'** the child has a genuine but age inappropriate question.

In this case, the child's question will be acknowledged, with a promise to return to it later. The class teacher will then consult with the child's parents, and discuss if they would like to answer, or they want school to answer, in the case of the latter, it will be discussed with parents how much information they are happy for their child to have.

## Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

## Parental Consultation

Parents were consulted in the development of this policy through an online survey. The Educating for Safeguarding policy is shared on the school website and copies are available on request. The school informs parents in years 5 and 6 when aspects of the sex and relationship programme are taught and will be given an outline of the lessons in advance so they are able to make an informed decision.

Parents have the right to withdraw their children from those aspects of sex and relationship education, not included in the Science National Curriculum. However this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

*'If the parent of any pupil in attendance at a maintained school requests that he may be wholly or partly excused from receiving sex education at the school, the pupil shall, except so far as such education is comprised in the National Curriculum, be so excused accordingly until the request is withdrawn.'* Education Act 1996 (Section 405)

## **Safeguarding / Confidentiality**

Teachers need to be aware that effective sex and relationship education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

- The staff member will inform the Head Teacher /Designated Child Protection person in line with the local authority procedures for child protection.
- A member of staff cannot promise confidentiality if concerns exist.

## **Monitoring, Assessing and Reviewing**

To ensure that the policy is adhered to and is effective, it will be monitored, reviewed and evaluated regularly. The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and children and feedback from parents. The effectiveness of the RSHE and PSHE programme will be evaluated by assessing children's learning and implementing change if required.

## **Links with other policies**

This policy is linked with the following policies:

Child Protection Policy

Staff Behaviour/Code of Conduct

Relational Behaviour Policy

## Appendix 1: Curriculum map

### Educating for Safeguarding Curriculum Map – incorporating all links to RSHE, PSHE, science,



Year R will follow ELGs linked to the Y1 curriculum. From September 2023 Grasshoppers will be Y2,3 and 4, and Dragonflies will be Y5 and 6. There will be a 2 year cycle, A and B, with Y4 units amalgamated with Grasshoppers curriculum. Class teachers will need to look carefully at both units and teach accordingly to be able to fit all into half a term. Obviously, the usual adaptations and differentiation applies to all units, whether differentiating for the age group above or below.

	<b>Y1 (YR) Caterpillars Yearly cycle</b>	<b>Y2/3/4 Grasshoppers A</b>	<b>Grasshoppers B</b>	<b>Y5/6 Dragonflies A</b>	<b>Dragonflies B</b>
<b>Autumn a</b>	KS1 TEAM <b>Relationships</b>	KS1(y2) with LKS2 (y4) VIPs <b>Relationships</b>	LKS2 (y3) TEAM <b>Relationships</b>	UKS2 (y5) TEAM <b>Relationships</b>	UKS2 (y6) VIPs <b>Relationships</b>
<b>Autumn b</b>	KS1 Think Positive <b>Health and Wellbeing</b>	KS1(y2) with LKS2 (y4) Safety First <b>Health and Wellbeing</b>	LKS2 (y3) Think Positive <b>Health and Wellbeing</b>	UKS2 (y5) Think Positive <b>Health and Wellbeing</b>	UKS2 (y6) Safety First <b>Health and Wellbeing</b>
<b>Spring a</b>	KS1 Diverse Britain <b>Living in the Wider World</b>	KS1(y2) with LKS2 (y4) One World <b>Living in the Wider World</b>	LKS2 (y3) Diverse Britain <b>Living in the Wider World</b>	UKS2 (y5) Diverse Britain <b>Living in the Wider World</b>	UKS2 (y6) One World <b>Living in the Wider World</b>
<b>Spring b</b>	KS1 Be Yourself <b>Relationships</b>	KS1(y2) with LKS2 (y4) Digital Wellbeing <b>Relationships</b>	LKS2 (y3) Be Yourself <b>Relationships</b>	UKS2 (y5) Be Yourself <b>Relationships</b>	UKS2 (y6) Digital Wellbeing <b>Relationships</b>
<b>Summer a</b>	KS1 It's my Body <b>Health and Wellbeing</b>	KS1(y2) with LKS2 (y4) Money Matters <b>Living in the Wider World</b>	LKS2 (y3) It's my Body <b>Health and Wellbeing</b>	UKS2 (y5) It's my Body <b>Health and Wellbeing</b>	UKS2 (y6) Money Matters <b>Living in the Wider World</b>
<b>Summer b</b>	KS1 Aiming High <b>Living in the Wider World</b>	KS1(y2) with LKS2 (y4) Growing up <b>Health and Wellbeing</b>	LKS2 (y3) Aiming High <b>Living in the Wider World</b>	UKS2 (y5) Aiming High <b>Living in the Wider World</b>	UKS2 (y6) Growing up <b>Health and Wellbeing</b>

## **Intent**

Our E4S Scheme of Work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful curriculum coverage is a vital tool in preparing children for life in society, now and in the future. Lessons in this scheme of work have their foundations in seeing each and everybody's value in society, from appreciation of others in units such as Diverse Britain, to promoting strong and positive views of self in Think Positive and Be Yourself. The units aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

## **Impact**

Our E4S Scheme of Work provides schools with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. Our Scheme of Work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them. Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our Scheme of Work can be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

## **Implementation**

Our E4S Scheme of Work is designed to be taught in thematic units consisting of six lessons, with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. It is suggested that these units are taught in a spiral curriculum that revisits each theme every two years. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. Units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home. Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. Tools are provided for summative assessment, allowing progress to be recorded and tracked.



<b>Assemblies</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Digital & Media Literacy	Cyberbullying as part of Anti Bullying week	Online Safety Week – E-Safety	Online real vs real world
Relationships and Sex Education	Kindness Antibullying Children in need and a sense of community to care for others Black History Month	Friendships Valentine’s Day Mothering Sunday Red Nose Day	International Day of Families Father’s Day Changes Dealing with changes
Physical Health and Wellbeing	Being safe in school Fireworks Safety Road Safety Hygiene and Health, cleanliness and germs – catch it, bin it, kill it	Childline Assembly Sport Relief	Walk to School Week Sun Safety Child Safety week National School Sports Week
Emotional Health and Wellbeing	#Hello Yellow – Young Minds and raising awareness of the importance of feeling happy Ready for Learning Achievement Assembly	Children’s Mental Health week	Diversity What are values?

## Appendix 2: What children should know by the end of Primary School

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

**Appendix 3: Parent form: withdrawal from sex education within RSE**

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 would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	