



THE ELMS

EST 1614

The Elms School

The RSHE POLICY	
Version	2023.1
Effective from	June 2023
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Policy Owner	Deputy Head Pastoral & Head of SEND
Authorised by	Welfare SMG
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Publication	Internal

We recognise that all members of the school staff, including volunteers and peripatetic staff, share the duty of care for children at the school. We aim to ensure that the health, safety and welfare of all pupils is paramount. This policy should be read in conjunction with the school's Safeguarding policy which includes Child Protection procedures.

Legislation

What is Relationships and Sex Education?

Relationships and Sex Education (RSE) is a statutory component of the RSHE (Relationships, Sex, Health Education) curriculum in both state and independent primary schools from September 2020 which involves learning about the many strands of 'relationships' and 'growing up' including: family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up.

At The Elms we believe that RSHE equips our children with the understanding, knowledge and skills they will need to succeed and thrive. Teaching about relationships enables our pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

The Elms recognises its responsibility to promote positive relationships amongst its pupils, to help pupils understand the world in which they are growing up and to prepare pupils for the opportunities, responsibilities and experiences of adolescent and adult life. The Elms seeks to provide a safe and stimulating environment which will enable pupils to learn about spiritual, moral, cultural, mental, physical and emotional development.

Our Aims

The aim of RSHE is to teach pupils the fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships and relationships with other children and with adults. The principles of positive relationships also apply in the online world.

The aim of RSHE is to provide pupils with age appropriate information, to explore attitudes and values and develop skills to empower them to make positive decisions about themselves. This will help pupils respect themselves and others and allow them to move with confidence from childhood through adolescence into adulthood by putting in place the building blocks needed for positive and safe relationships of all kinds, starting with family and friends, and moving out to other kinds of relationships, including online.

The Elms will help pupils:

- Value and respect themselves
- Understand that there are certain times when gender specific groups will be used and why this is
- Respect the perspectives of all learners from all different cultural and religious backgrounds.
- Value and respect others for who they are
- Value healthy, stable and caring relationships based on mutual respect as the basis of a society in which people care for one another
- Value and respect difference in religion, culture, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights as outlined in the Rights and Responsibilities published document
- Value discussion so that pupils can be active participants and gain confidence in talking about relationships, health and mental well-being

The delivery of RSHE should be set within the whole school context and complement and be supported by the wider academic curriculum, by the school's wider policies and documentation, through tutorials, and in the sporting, musical, artistic and boarding environments.

Definition of Relationships, Sex and Health Education

RSE together with Health Education is learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health. The policy and its contents should equip pupils with the information, skills and positive values to have safe, fulfilling relationships and to take responsibility for their physical, mental and sexual health and well-being. Good quality RSHE is an entitlement for all pupils.

Subject Content Key stage 1, 2 & 3

The content covers PSHE and RSE government guidelines for end of primary and the relevant sections of the end of secondary requirements. The needs of our pupils is paramount and any specific areas of concern not mapped out on the RSHE curriculum program or requiring a more timely response, would be taught as a discrete session or set of sessions. Please see Appendix I for the curriculum map.

The content encourages pupil engagement with the intention of developing their emotional literacy and confidence to identify when relationships (face-to-face or online) are not making them

feel happy or make them feel unsafe. Teachers are mindful of the Keeping Children Safe in Education 2021 guidelines for identifying possible signs of abuse either peer on peer or adult and are encouraged to follow safeguarding procedures if the content triggers concerning responses from pupils.

Delivery of the RSE and Health programme including delivery to SEND pupils

RSHE, together with Health Education must be accessible to all pupils. The resource programme is provided by Thoughtbox Education and follows the government legislation for course content. Delivery of the programme as outlined in the contents will be via classroom teaching in a range of curriculum areas such as discrete RSHE lessons, Science, PE and Religious Studies, through assemblies, chapel readings, the awarding of pupil responsibilities and via displays around the school.

Any use of visitors will be used to enhance the teaching of a member of staff and not be used as a replacement for it.

The programme should also be mindful that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Some children may have pre-emptive sessions to discuss the lesson content and prepare them for the whole class session.

Guidelines on safe delivery of RSHE content are shared with staff in the RSHE Staff CPD handbook.

Working with Parents

The role of parents in the development of their children's understanding about relationships is vital. The school will work with parents with regard to the RSHE and Health Education programme and ensure parents know what will be taught. The policy is available on the school's website and on hard copy upon request.

We will always aim to be transparent and communicate what is being taught when. We believe that together we can address misconceptions they may have gained about these topics from the media or from their peers. Children are naturally curious about their bodies and other people. By answering questions and teaching them the correct scientific vocabulary, we can help them understand their bodies, their feelings and other people. Our collective aim must be to ensure that our children recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives.

With this in mind, the school offers occasional workshops for parents and guardians, providing guidance on how they can support their children at home. By doing this we hope that we will empower both adults and children to feel confident and comfortable asking questions or initiating dialogue about the many important aspects of RSHE that will affect our children's lives so fundamentally - both now and in the future.

If any parent or guardian has any queries or concerns about the subject content or delivery of any aspect of RSHE, then they should ask to speak to the RSHE Co-ordinators or the Head who will be able to provide more specific information on curriculum and resources that are used to teach this strand of the RSHE curriculum.

Staff training

Teaching staff will receive RSHE training through resources compiled by the RSHE co-ordinators, along with INSET time led by both internal staff and external speakers on specific topics. Clear parameters will be established in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the children in their class and how they might relate to the lesson content.

Confidentiality

At The Elms, we aim to foster and maintain a safe environment within which all pupils feel able to ask questions and discuss issues openly (although no child or teacher will have to answer personal questions or be forced to take part in discussions). For any child wishing to discuss something confidential relating to content of the lesson, an opportunity will be given. In the classroom context, distancing techniques are employed so children are able to discuss fictional characters and scenarios, rather than discuss their own lives and experiences.

Parental Request for child to be excused/withdrawn from sex education

Whilst parents will not be able to withdraw their child from relationships education, parents will be able to request withdrawal of their child from sex education. The Headmaster will automatically grant a request to withdraw a pupil from any sex education delivered at the primary age range i.e. Years 3, 4, 5 and 6, other than as part of the science curriculum which may include content on human development, including reproduction. Before granting any request for withdrawal in the secondary age range i.e. Years 7 and 8, it would be good practice for the Headmaster to discuss the request with the parent. Once those discussions have taken place, outlining the benefits of receiving this important aspect of the RSHE programme, unless there are exceptional circumstances, the school should respect the parental request.

Monitoring, Reporting and Evaluation

Pupil feedback

As with all RSHE, children will have opportunities to review and reflect on their own learning through formative assessment throughout lessons. Teacher feedback is immediate, constructive and positive. Self-assessment is a vital part of learning in RSHE and children are given many opportunities to reflect on and evaluate their learning. This valuable life skill is reinforced and embedded across the curriculum.

Predominantly, the session will be discussion led. There will not be an expectation of written work, however, any paperwork should be kept in folders and contributions acknowledged by staff. RSHE and RSHE are not included in any reporting cycle; however, a child's participation and engagement in sessions is likely to inform form teacher comments.

Pupil voice

Pupil voice is also a key feature of our RSHE programme at The Elms. Platforms such as our School Council and Question/Worry Boxes in classrooms enable and encourage our children to express opinions on how and where they would like their learning to go and we take these opinions into account when planning and teaching units from the curriculum. Their comments help us to assess and monitor their progress. Listening and responding to the views of our children ensures that our policy and curriculum is responsive and meets the needs of all our learners from year to year.

Complementary school policies, practices and documentation

- The Safeguarding and Child Protection Policy
 - The Counter-Bullying Policy
 - The Behaviour Policy
 - Theology, Philosophy and Religion
 - Safeguarding
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- *Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE 2019)*

RSHE Timetable

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Autumn	Home	Journeys	Home	Journeys	Home	Journeys	Homelessness	Immigration
	Home	Journeys	Home	Journeys	Home	Journeys	Homelessness	Immigration
	Home	Journeys	Home	Journeys	Home	Journeys	Homelessness	Immigration
	Home	Journeys	Home	Journeys	Home	Bullying	Homelessness	Immigration
	Skillszone	Hygiene/ Dentist	Skillszone	Health eating	Changing bodies	Faith/Climate	Healthy Choices	Drugs
	Awe and Wonder	Faith/Climate	Awe and Wonder	Faith/Climate	Awe and Wonder	Girls talk Faith/Climate	Healthy Choices	Drugs
	Awe and Wonder	Faith/Climate	Awe and Wonder	Faith/Climate	Awe and Wonder	Boys talk Faith/Climate	Enterprise	Identity
	Awe and Wonder	Faith/Climate	Awe and Wonder	Faith/Climate	Awe and Wonder	Faith/Climate	Enterprise	Identity
							Study Skills	Study Skills
Spring	Equality and Justice	Social Media	Equality and Justice	Social Media	Equality and Justice	Social Media	Equality and Justice	Young Money
	Equality and Justice	Social Media	Equality and Justice	Social Media	Equality and Justice	Social Media	Equality and Justice	Young Money
	Safer Internet Tuesday 8 th February							
	Equality and Justice	Social Media	Equality and Justice	Social Media	Equality and Justice	Social Media	Equality and Justice	Contraceptives
	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships
	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships
	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships
	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships	Global Cultures	Love and relationships
								Sexuality and Gender
Summer	Kindness	Belonging	Kindness	Belonging	Kindness	Belonging	Basic First Aid	Social Media
	Kindness	Belonging	Kindness	Belonging	Kindness	Belonging	Volunteering	Social Media
	Kindness	Belonging	Kindness	Belonging	Kindness	Careers	Volunteering	Social Media
	Money	Money	Money	Basic First Aid	Money	Careers	Volunteering	Social Media
	Happiness	Identity	Happiness	Identity	Happiness	Identity	Happiness	
	Happiness	Identity	Happiness	Identity	Happiness	Identity	Happiness	
	Happiness	Identity	Happiness	Identity	Happiness	Identity	Happiness	
	Happiness	Identity	Happiness	Identity	Happiness	Identity	Happiness	