



# RUDGWICK PRIMARY SCHOOL

## RSHE Policy



Inspire - Believe - Achieve



### Our Vision:

Rudgwick Primary School aims to be a community where everyone is **inspired** by a love of learning, is supported and encouraged to **believe** in themselves and is enabled to **achieve** success.

**Created:** November 2024  
**Date for review:** November 2026

**Approved by:** Head Teacher and  
RSHE Lead

## Rationale

At Rudgwick Primary School RSHE sits within the Education for Safeguarding (E4S) curriculum and is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe. RSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

We aim to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- 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

At Rudgwick Primary School, we promote personal wellbeing and development through a comprehensive Education for Safeguarding curriculum. The West Sussex Education for Safeguarding curriculum is based on the National Department for Education 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.

Rudgwick Primary School have used the West Sussex E4S toolkit to help develop this policy and, in consultation with all stakeholders, have created a bespoke, needs-based curriculum.

E4S at Rudgwick Primary School is based around the four Cornerstones of:

- Digital and Media Literacy (Computing)
- Physical Health and Wellbeing (Science & PE)
- Emotional Health and Wellbeing (RSHE)
- Relationship and Sex Education (RSHE)

## Legislation

In compliance with legal requirements our policy statement is available to parents. The DfES Sex and Relationships Guidance 2020, the National Curriculum PSHE and Citizenship guidance and the National Healthy Schools Standard support this legislation.

## **Intent**

Our school aims to enable our children, staff and parents to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing, now and in the future. We want to safeguard, promote and improve children's psychological, emotional, mental and physical health and wellbeing.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where;

- All pupils and staff are valued.
- Pupils and staff have a sense of belonging and feel safe.
- Pupils and staff feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

We will:

- Plan and deliver a coherent and curriculum based Health and Wellbeing Education programme in line with the RSHE learning outcomes.
- Provide a supportive and encouraging atmosphere for children, staff and parents/carers.
- Develop positive relationships with pupils, parents/carers and the wider community.
  - Work closely with outside agencies to encourage a wide range of health related activities.
- Further develop school policies and procedures to promote health.
- Ensure all members of staff are aware of their professional roles in health related issues and are involved in developments to promote healthy living.

## **Implementation**

RSHE lessons will prepare children for being good citizens. They will develop emotional intelligence and the ability to articulate their feelings in order to maintain good mental health as well as understanding the importance of their physical health and being healthy. Using a growth mind-set strategy, the children will become resilient, flexible learners, knowledgeable for the future.

Education for safeguarding complements several national curriculum subjects. We look for opportunities to draw links between the subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

## **British Values**

As a school we promote British values ensuring that our children leave school prepared for life in modern Britain. We support the values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Through aspects of school life such as

voting for school council members, assemblies and discrete RSHE lessons, these values are embedded within our curriculum. We plan assemblies and lessons to teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate. We aim to empower children to have a voice and to stand up against discrimination, valuing equality, tolerance and mutual respect.

### **Teaching, learning and planning**

The school seeks to provide a safe, secure learning environment for RSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.

At the beginning of each year, every class sets ground rules that children must follow during RSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.

At Rudgwick Primary School we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children’s age, ability and readiness. RSHE will be provided through discreet curriculum time, assemblies, class discussions/circle time, as and when issues arise, ensuring, and through extracurricular activities. These include mental health awareness week, safer internet day and anti-bullying week. We respect pupils’ unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

High quality, evidence-based and age-appropriate teaching of E4S can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable us to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

E4S will be taught throughout the whole school year with elements from each cornerstone being taught within each term. Each term the whole school teach the topics:

<b>Topic</b>	<b>Me &amp; My World</b>	<b>Relationships</b>	<b>Changing Me</b>	<b>Celebrating Difference</b>	<b>Healthy Me</b>	<b>Dreams and Goals</b>
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>

## **Impact**

Assessment in RSHE should assess the learning not the personal development of pupils and therefore, to enable this to happen, assessment has to be an integral part of the teaching and learning process and focus on clear learning outcomes. We assess knowledge, understanding and skills on a regular basis, continually meeting the needs of the individual child, using pupil voice conferencing. It is recognised that certain issues within the health curriculum will require to be approached with sensitivity, confidentiality and flexibility. We also do a termly wellbeing survey to help us to understand the whole school picture.

Assessment opportunities will include pre and post-learning summative tasks. Tasks can take place within a lesson, or a sequence of lessons, as appropriate. We do not require work in books for RSHE. Lessons should be based around discussions, role-play and using quality texts. Assessments will be used to inform planning for the current unit of work.

## **SEND & Inclusion & Equal Opportunities**

At Rudgwick it is our aim to provide an SRE programme that is accessible to all our children, regardless of race, gender, ability, culture or religion. Materials should be chosen carefully, avoiding stereotypical images. Teaching activities are selected to ensure that they engage both boys and girls and at times single sex groups might be appropriate.

Many children will need extra support with their learning at certain points in their life; however, this doesn't necessarily mean that a child has a Special Education Need or Disability (SEND). For children within our school community with special educational needs and disabilities we seek to ensure they are fully included in sex and relationship education, which should help all pupils understand their physical and emotional development and enable them to make positive decisions in their lives.

Some parents and carers of children with special educational needs may find it difficult to accept their children's developing sexuality. Some pupils will be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These children may need additional support to develop skills to reduce the risks of being abused and exploited, and to learn what sorts of behaviour are, and are not, acceptable.

We will ensure RSHE meets the needs of all students regardless of their developing sexuality and is able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. We will comply with the relevant provisions of the Equality Act 2010 and The Equality Act 2010: advice for schools, under which sexual orientation and gender reassignment are amongst the protected characteristics.

We ensure that all of our teaching is sensitive and age appropriate in approach and content. In year 6 we consider it appropriate to teach our pupils about LGBT, and we ensure that this content is fully integrated into RSHE lessons.

### **Safeguarding**

Clear boundaries for questioning and ground rules are set as to what is appropriate and inappropriate, personal questions are not answered. If a teacher is asked a question that is too explicit, is age-inappropriate for the child or whole class or raises questions about sexual abuse, then it should be acknowledged with a promise to attend to it later, on an individual basis. If a question is raised that alerts a member of staff that a child is at risk of sexual abuse, school protection procedures should be followed. This situation is usually avoided by the use of a question box, allowing all children the confidence to raise questions and the teacher a chance to analyse for whole class appropriateness before answering.

#### Parent's rights to withdraw their children

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

### **Governors**

As well as fulfilling their legal obligations, the governing body should make sure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations

#### Working with parents and carers and the wider community

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their

children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

## Resources

The E4S website has a wealth of resources

<https://www.e4swsccalpha.co.uk>

### Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p>
Online relationships	<p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>
Being safe	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p>



## Appendix 2: 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom