

**Whitfield St James' CE (VC) Primary School**  
**Policy for RSHE**  
**(Relationships, social, health and economics)**



Whitfield St. James CE (VC) church-school vision:  
Working together to achieve our best...to reach our God-given potential.  
Whitfield St. James CE (VC) School Behaviour motto:  
Treat others as you want to be treated. (Matthew 22, v.39)

*“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools. These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child. Your child’s school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.*

*Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child’s school will cover how to treat each other with kindness, consideration and respect.” DfE 2019*

Our School is a Church of England Primary School. As such this policy is underpinned by our Vision Statement and Core Christian Values of Forgiveness, Friendship, Resilience, Wisdom, Thankfulness and Hope.

Our school’s approach to Relationship, Sex and Health Education (RSHE) follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive. It is underpinned by two key Biblical passages: “So God created humankind in his image, in the image of God he created them” (Genesis 2:7) “I have come in order that you might have life - life in all its fullness” (John 10:10) At our School, everyone will be treated with dignity as all people who are made in the image of God and are loved equally by God.

## **Introduction**

This policy covers Whitfield St. James’ CE (VC) Primary School approach to teaching relationships, social, health and economics education (RSHE). This policy is undergoing thorough consultation with the whole-school community including pupils, parents/carers, staff and school governors.

As a Church voluntary controlled school, we recognise the importance of fostering a positive Christian ethos within our school. This is achieved through encouraging our pupils to be confident, independent, creative, respectful of differences and empowering them to affect social change in a nurturing environment to fulfil their potential. Our RSHE curriculum is underpinned by a clear set of embedded values and principles that complement the school ethos and permeate through the teaching practice, resources and classroom management of RSHE lessons.

## Our Vision

At Whitfield St James' CE (VC) Primary School our vision for RSHE is for children to have the skills, knowledge and attitudes necessary to keep themselves safe, healthy and happy; to develop their capacity for resilience when facing challenges; to understand how and where to get help; to have positive self-esteem and be able to celebrate individuality with respect, empathy and tolerance.

## Principal Aim

Our principal aim is to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world, including economic wellbeing.

These aims are intended for all pupils in school. How they are implemented will be dependent on the age and ability of the children.

- To develop an awareness of feelings, attitudes and values of themselves and others
- To develop independence, self-confidence and self esteem
- To understand what constitutes a healthy life-style
- To develop good relationships with adults and peers
- To develop the ability to resolve conflicts and know what to do if they, or anyone else, is being bullied (*see also Anti-Bullying Policy*)
- To be aware of the qualities of a good relationship (*see also SRE and Peer on Peer abuse policy*) – specifically: families and people, people who care for me, caring friendships, respectful relationships, online relationships, being safe, management, sex education
- To be aware of safety issues both in school and the wider community; including drugs and alcohol education and internet safety and to understand how to keep themselves safe (*see also Child Protection Safeguarding policy*)
- To be able to make informed choices regarding personal and social issues
- To show respect for people and their property
- To be aware of, respect and celebrate the differences between themselves and others
- To express their opinions on a variety of social issues and to show respect for the opinions of others
- To develop a financial awareness
- To become aware of their role as citizens in the wider environment and be responsible members of the community
- To understand the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith (Guidance on promoting British values in schools 2014)

Further info is found at: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## Our Approach

RSHE will be taught through a range of teaching methodologies, including story-telling, drama, discussions, individual private reflection, quizzes and fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles.

RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

RSHE underpins our curriculum and ethos: It is a strong thread which permeates through the entire school, enabling everyone to successfully work and learn together in a positive and supportive environment. RSHE

is also explicitly taught through discrete lessons, as RSHE themed days; a week(s) of study and /or linked to other subjects, particularly R.E. and Science.

Three core themes form the basis of our RSHE teaching. The Scheme of Work for RSHE is planned to reflect each of these:

**Health and Wellbeing**

**Relationships**

**Living in the Wider World**

It is important that RSHE prepares young people for life in the modern world - village, county, region, nation and globally. Diversity is not always evident in the local area but pupils might learn much from understanding the regional picture for Derbyshire, Tameside and Manchester.

**Topics Taught:**

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually by re-visiting core themes to build on prior learning. Topics will be taught in a two-year cycle, which will constantly be reviewed to reflect our mixed-age classes. These topics have been planned using the Derbyshire PSHE Matters resource to maximise the impact of cross-curricular teaching and current world events.

Our intended RSHE curriculum may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning.

Through an effective and creative curriculum and by the end of primary school, pupils should know about:

**Health Education:**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**Relationship Education:**

- Families and people who care from them
- Caring friendships
- Respectful relationships with boundaries online and in person
- Online relationships
- Being safe
- Being appreciative of existing relationships
- Forming new healthy relationships

**Sex Education:**

- How a baby is conceived and born

- Emotions that people experience when they are ready for close intimacy

### **Living in the Wider World:**

- Economics Education
- Respect Difference
- Understand the significance of our connections to the wider world
- Realise the impact their own decisions
- Explore a more sustainable future

Objectives for teaching these areas are taken from 'PSHE guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance and are broken down further into EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 following the Early Year's Development Matters and Derbyshire PSHE Matters objectives.

Pupils with SEND will have had the content made accessible to them by making reasonable and practicable adaptations as required and in consultation with parents.

At our school, RSHE is taught by confident trained staff and only some elements may be taught by outside agencies (such as First Aid or aspects about puberty). It is important that pupils have confidence in the teacher and that a 'safe space' is created where pupils feel confident and can ask age-appropriate questions.

### **Assessment, Monitoring and Recording**

At Whitfield St. James' CE (VC) Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy. We will measure attainment and progress using curriculum maps and organisers, skills progressions and monitoring evidence.

### **Equal Opportunities**

RSHE has an important role in challenging stereotypes and promoting positive role models. The school ensures that all children have the same access to all subjects and that no child is discriminated against in terms of race, gender, sexual orientation, beliefs, family or social background. We recognise that we have children of differing ability in all our classes: Whitfield St. James' provides an inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. Our curriculum is planned to help pupils who may find learning more difficult. It makes connections with their work and draws on real life experiences, providing an avenue for applying basic skills in a realistic, purposeful manner and allows the utilisation of different learning styles. It is also a powerful tool to keep children more engaged, particularly those with social, emotional and behavioural difficulties.

### **Managing difficult questions**

There will always be sensitive and controversial issues within the subjects of RSHE. These may be a matter of age and stage appropriateness or contrasting personal beliefs including those originating from faith perspectives and culture. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly within the framework of a class working agreement. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed, particularly within mixed-aged classes. At the end of every lesson, pupils

will be provided with an opportunity to ask questions in an open setting and will also be provided with an opportunity to raise anonymous questions through the use of worry/prayer boxes in Quiet Areas.

Teachers will answer questions as fully as they feel age and stage appropriate based on the level of knowledge demonstrated by pupils during the lesson. Teachers may delay answering a pupil's question if they need time to consult with a colleague or the school leadership team to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will never answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the pupil to ask a parent/carer or trusted adult at home

At the beginning of RSHE teaching, the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by a teacher.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the named person for child protection issues about their concerns. The designated safeguarding lead will then deal with the matter in line with our school's safeguarding policy.

Written by V.Mackey/L.Ford, September 2021.

This policy was approved by governors:

Signed: \_\_\_\_\_ Date \_\_\_\_\_