

St Bartholomew's Church of England Primary School

RSHE Policy

'Roots to Grow and Wings to Fly'



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Approved by: Full Governance Committee	Date: January 2025
Last reviewed on: GB3 2025	
Next review date: GB3 2026	

Head Teacher Signed:

Date:

Chair of Governors signed:

Date:

This policy has been written with the underlying principles of a Church of England school, which applies to St Bartholomew's C of E Primary School.

Introduction

As a proud Church school, we are rooted in love. We aspire to nurture and help our children flourish as respectful, compassionate citizens who seek to positively contribute to our local community and the world beyond. Our school family role model our Christian values of RESPECT, COMPASSION, TRUST, FORGIVENESS, HOPE, ASPIRATION and COURAGE. This policy is designed to fulfil statutory requirements and engage our children in a love of learning.

We strive to help our children experience 'life in all its fullness' as expressed in John 10:10.

Values

Children will:

- Be taught in light of our Christian ethos, of absolute worth of all people and the unconditional infinite love of God
- Understand how to flourish and live fulfilled lives as described in our vision statement
- Know where to seek advice and support
- Learn to respect others
- Learn the importance of respecting other people's opinions
- Develop empathy
- Understand the importance of families
- Understand the importance of reproduction
- Understand how to keep themselves safe
- Respect diversity
- Understand how their bodies will change
- Learn how to control emotions
- Appreciate differences and similarities between sexes
- Learn how to equip themselves for life in the modern world
- Develop self-esteem and self-respect
- Develop an awareness of self-worth and an acceptance for who they are (body image)

EYFS	Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Scientific anatomical names • Differences between boys and girls • Keeping our bodies safe • Relationships - families and friendships • Where babies come from • Online safety 	<ul style="list-style-type: none"> • Human reproduction • Respecting and controlling our own bodies • Similarities and differences between boys and girls • Understanding different and changing relationships • Bullying • Changing nature of friendships • Emotional and physical changes • Coping with strong emotions • Puberty • Keeping safe & healthy • Online safety • Children can identify and name some feelings and express some of their positive qualities • Children can demonstrate that they can manage some feelings in a positive and effective way. Beginning to share their views and opinion and set themselves simple goals. • Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. • Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. • Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations. • Children can explain that family and friends should care for one another. • Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. • They can recognise the effect of their behaviour on other people, and can cooperate with others. • They can identify and respect differences and similarities between people. 	<ul style="list-style-type: none"> • Puberty and physical development • Different types of families and their significance • How to keep safe and healthy • Seeking help and advice • Recognising the role of human rights • Love • How babies develop and are born • Changing body image • Online safety • Children can demonstrate that they recognise their own worth and that of others. • They can express their views confidently and listen to and show respect for the views of others. • They know what a friend is and does and how to cope with some friendship problems. • Children can make choices about how to develop healthy lifestyles. • They can list the commonly available substances and drugs that are legal and illegal and can describe some of the effects and risks of these. • They understand when they should keep secrets and promises, and when they should tell somebody about them. • Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. • They can show how they care for the environment. • They can describe the nature and consequences of bullying, and can express ways of responding to it. • They can show how they care for the environment. • They can identify different types of relationships and can show ways to maintain good relationships.

Roles and responsibilities

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Ensure there is suitable coverage of their subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress
- Ensure class teachers have resourced the subject appropriately
 - Ensure all staff are equipped, confident, and able to deliver the full RSHE curriculum
 - RSHE may be delivered by the class teacher, supply teacher, or an LSA
 - Arrange external visitors to teach areas of the subject when and if appropriate

Monitoring, evaluation and review

- Our Local Governance Committee (LGC) is responsible for monitoring the delivery of RSHE within the school. Governors give due consideration to any comments from parents about the SRE programme and require the head teacher to keep written records of parent's comments
- The subject leader will ensure full requirements of the National Curriculum are being covered, and that all lessons have appropriate learning objectives. Subject leaders monitor the way their subject is taught and all outcomes throughout the school. They examine long term and medium-term planning, and ensure that appropriate teaching strategies are used. Reports will be provided for Governor review termly

Confidentiality and Safeguarding

Teachers conduct PSHE and RSE education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved, in sexual activity or any dangerous activity, the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that he/she may have been a victim of abuse. If the teachers have concerns, they will draw their concerns to the attention of the DSL in consultation with health care professionals.

As part of the computing curriculum there will be discussion of issues of Online Safety at the start of each lesson.

Staff Training and Support

The RSHE lead received up to date training lead by the County Council in September 2019 and is a member of the PSHE association. This provides regular updates and refreshers throughout any changes to the curriculum requirements. Regular updates are monitored from the PSHE association and disseminated down throughout the staff. RSHE lead has attended additional related training: Advanced Safeguarding Training, Prevent, NSPCC managing sexualised behaviour in primary schools, NSPCC safeguarding for mental health and emotional wellbeing in education, NSPCC safer recruitment in education.

Engaging parents/carers

- Parents/carers have access to the long-term plan via the school website
- Parents/carers are welcome to discuss any areas of the RSHE programme they may find concerning with the class teacher or RSHE lead
- The policy is available to access via the school website
- RSHE is a curriculum requirement and parents are not able to withdraw their children from these lessons.

Curriculum planning and delivery

The role of our RSHE education curriculum is that pupils will:

- know and understand how to keep themselves healthy in both mind and body, what healthy relationships look like and how to keep themselves safe in a variety of situations
- be able to list people who can be trusted and explain areas what is considered appropriate/inappropriate behaviour
- develop the skills of recognising and controlling emotions as well as personal care
- understand they have a right / responsibility to be safe now and in their future lives
 - RSHE lessons are delivered weekly, however additional lessons may be added if required
 - Teachers follow the Mid-term RSHE plan, however lessons can be repeated or removed if needed should the occasion call for it
 - Lessons are taught through a variety of ways and are often discussion based. Evidence for the lessons will be recorded within each class's RSHE floor book
 - Lessons are always presented in a positive manner and any areas which may be likely to cause distress will be pre-planned with families as required
 - Children are invited to discuss any areas they are concerned about on a 1-1 basis with their class teacher or LSA if required
 - Ground rules are set at the beginning of each lesson, promoting a safe and friendly learning environment
 - Teaching takes into account the age, ability, readiness, and cultural backgrounds of children to ensure that all can fully access PSHE education provision.
 - We promote the needs and interests of all pupils, irrespective of [sex, culture, ability, personal circumstance etc.]
 - Pupil questions are answered within lessons providing they are appropriate for the stage and age of the child. Any inappropriate questions will be logged and relayed to parents
 - Should a pupil make a disclosure regarding any areas within RSHE, the school's safeguarding policy will be adhered to

Assessment and Evaluation

- Baseline assessment activities are used to evaluate children's prior learning or current understanding
- Children are assessed against the learning objective for that lesson and whether they were able to meet the aims within the planning document. Further support would then be planned as required
- Key questions are used to gauge a child's understanding of the learning objective