



The Ernehale Schools Hub

RSHE policy

Relationships Social and Health Education

Approved by:	Governors	Date: March 2021
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Last reviewed on:	March 2021
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Next review due by:	March 2022
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1. Aims

At Ernehale we all know, the experiences a child has during the formative years of their life have such an impact on the kind of person they will develop into and become in the future. Such a lot of this important time is spent at school so it is essential that we work in partnership with parents so that we can make a positive difference and create a strong foundation that can be built upon as children continue to grow, develop and flourish.

The Ernehale Hub is centred around the ABC Values

Aim High

Be Our Best

Choose Kindness

These Ernehale values underpins the curriculum that we deliver ensuring that all our pupils to become aspirant, independent and confident life-long learners, who have empathy towards one another and are prepared to take risks in their learning. We believe children learn best when they feel happy, secure, confident and valued, irrespective of their ability or disability, social background, culture or gender. We believe children learn best when their surroundings are stimulating and interesting with access to a full range of varied and appropriate resources and given the opportunity to reflect and talk about their learning.

Our PSHE/ RSHE/ SMSC curriculum (learning for life), underpinned by our ABC Values empowers our children to promote the spiritual, moral, social and cultural aspects of learning in order to be a positive part of their community, balanced individuals who are prepared for life in the future.

This is achieved by supporting them to understand the importance of relationships, their own physical and mental health and wellbeing and sex education. They also need to develop an understanding of the world in which they live as well as ensuring they are emotionally literate global citizens who contribute positively to living in the wider world.

Our curriculum uses a granular approach to ensure that children build on previous learning but is also flexible to respond to specific local or global needs and identified issues of our children and community. Our children should feel safe, happy and secure and be in a positive learning environment where they become learners for life and are motivated and have a genuine curiosity and thirst for knowledge. They need their ABC Values to help them to be kind, respectful and to achieve their potential as individuals not only at Ernehale, but also in their lives in the local community and in the wider world.

The aim of RSHE is to help our children build healthy friendships and positive relationships in an age appropriate way. The overall objectives of the RSHE curriculum are concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way. At Ernehale we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE.

From September 2020, Relationships Education and Health Education will be compulsory for **all** pupils receiving a primary education. Sex Education is **not** compulsory in primary schools, however the DFE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

2. Statutory requirements

This policy outlines the commitment of the Ernehale Hub to provide effective RSHE for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements.

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 and Health Education compulsory for children receiving primary education. The RSHE teaching in this school contributes to our statutory duty to safeguard our children and prepare them for the responsibilities and experiences of adult life.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life.

2. Key Objectives

The key objectives of our RSHE program are to:

- Develop knowledge and understanding of positive and healthy relationships and the importance of commitment
- Make pupils aware of their rights especially in relation to their bodies
- Enable the development of social and relationship skills and protective behaviours
- Prepare pupils for the physical and emotional changes of puberty
- Develop understanding of reproduction and birth within the context of loving and caring relationships
- Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- Develop pupils' skills around assessing risk and keeping safe
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- Enable pupils to recognise and manage their emotions
- Provide pupils with the knowledge and skills to access appropriate support

The RSHE program is based on the needs of all pupils at the Ernehale Hub with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through specific sessions, and assemblies). Pupils will be helped to appreciate difference and to respect themselves and others.

3. Policy Development process

This policy was formulated in consultation with the whole school community with input from;

Children -through pupil voice discussions and sharing the curriculum.

Staff in school – through surveys and consultation documents

Parents and carers – thought surveys and consultation meetings

Governors – discussion at governors' meetings

This will ensure that the RSHE curriculum continues to meet the needs of pupils, staff and parents and that it is in line with current DfE advice and guidance

The Policy is available

- Online on the school website
- From the school office

4. Content and delivery

4.1 What we teach

As stated above, we're required to cover the content for relationships and sex education, and health education, as set out in the statutory guidance (linked to above).

For other aspects of PSHE, including health education, see the [attached curriculum map](#) for more details about what we teach in each year/Key Stage.

4.2 How we teach it

Use this section to set out:

- PSHE lessons are delivered on a weekly basis and linked to the Coram Scarf scheme of work
- The lessons are also linked to Our PSHE Themed weeks
- PSHE is often linked with texts used in the classroom and particularly English. These will often be around anti Bullying or the environment
- Trips to the Holocaust Centre in Laxton, Galleries of Justice in Nottingham and residential trips all support the content of the RSHE curriculum
- Outside agencies such as the Local Authority's Tackling Emerging Threats to Children and the NSPCC etc. may be invited into school to reinforce messages that support the children's learning and that are appropriate for their needs.
- Lessons will be delivered to support the needs of all the children in the class and will be adapted so that anyone with specific learning needs will be supported and able to access the learning at their level
- How you will approach controversial topics or difficult questions from pupils, such as by ensuring teachers don't let their personal beliefs and attitudes influence Staff will be supported to manage questions and controversial topics through working with their year group partner, talking through concerns with SLT and taking advice from the LA if necessary. Training will be offered by the PSHE lead (an SLE in PSHE) to ensure that the lessons are taught according to the lesson objectives with limited influence of their own personal attitudes and beliefs

Staff will be offered lesson plans from the Coram Scarf "Coram Life Education takes a three-strand approach addressing children's knowledge, skills and attitudes, and programmes are aligned with the National Curriculum (Citizenship, PSHE Education), covering all Key Stages. Coram Life Education helps schools meet their statutory requirements for Relationships and Health Education, children's Spiritual, Moral, Social and Cultural development, and Ofsted inspection criteria for personal development, behaviour and welfare."

In addition, lessons will be provided to staff that have been produced by the PSHE Association and the comply with the Statutory Requirements for PSHE and RSHE from Sep2020.

All RSHE lessons will be completed in Curriculum Books / PSHE books and this will be marked on a regular basis by the class teacher or other staff.

Teachers use a range of assessment strategies to track pupils' progress towards our learning outcomes. This may include marked work, self-assessment and peer assessment. The RSHE lead and Governors will monitor the achievement of pupils in PSHE/RSHE.

Pupil's progress in RSHE will be included in the end of year report.

5. Roles and responsibilities

5.1 The governing board

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

5.2 SLT Team

The headteacher and SLT including the RSHE lead are responsible for ensuring that RSHE is taught consistently across the school.

5.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils

All staff in school are responsible for teaching PSHE/ RSHE in their own context.

5.4 Pupils

Pupils are expected to engage fully in RHSE and, when discussing issues related to this, treat others with respect and sensitivity and reinforcing our Ernehale ABC Values.

6. Equality, Diversity and Inclusion

We are required to comply with the requirements of the Equality Act 2010 Our school values diversity, encourages respect for all and promote the acceptance for difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of PSHE/ RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of PSHE/ RSHE. We will ensure we will deliver RSE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches acceptance. Parents and carers are key partners in PSHE/ RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and tolerance. We want every child and family to feel included, respected and valued. Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and an individual support plan developed.

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show diverse families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

7. Sex Education.

In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as consent. Parents are able to withdraw their child from this learning if they choose to.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum).

There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by sending a letter or email to the Headteacher. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

8. Monitoring arrangements

The delivery of PSHE is monitored by Deepa Vasudevan – PSHE lead / Assistant Head teacher through:

Learning walks, Book looks, Pupil interviews and reviewing planning

This policy will be reviewed by Deepa Vasudevan PSHE lead every 2 years. At every review, the policy will be approved by governors of the school and the head teacher Ms Anne Batley

9. Links with other policies

This policy links to the following policies and procedures:

Healthy eating

Safeguarding Policy

Health and Safety Policy

School Behaviour Policy

Anti-Bullying Policy

E- Safety Policy

Equality Policy

SMSC /British Values / Ernehale Values



Ernehale Hub - PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
 (Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help Changing bodies and puberty
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem